

DOCUMENT RESUME

ED 337 337

RC 018 354

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TITLE Rural and Urban Youth Programs.
INSTITUTION Clemson Univ., SC. Regional Resources Development Inst.
REPORT NO JDLH-90-001/R
PUB DATE Dec 90
NOTE 149p.
AVAILABLE FROM Regional Resources Development Institute, Clemson University, 265-B Lehotsky Hall, Clemson, SC 29634 (1-5 copies, \$14.95 each; 6 or more, \$14.00 each).
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Abstracts; Annotated Bibliographies; *Disadvantaged Youth; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Profiles; Program Descriptions; Rural Education; Rural Sociology; *Rural Youth; Urban Programs; *Urban Youth; *Youth Programs

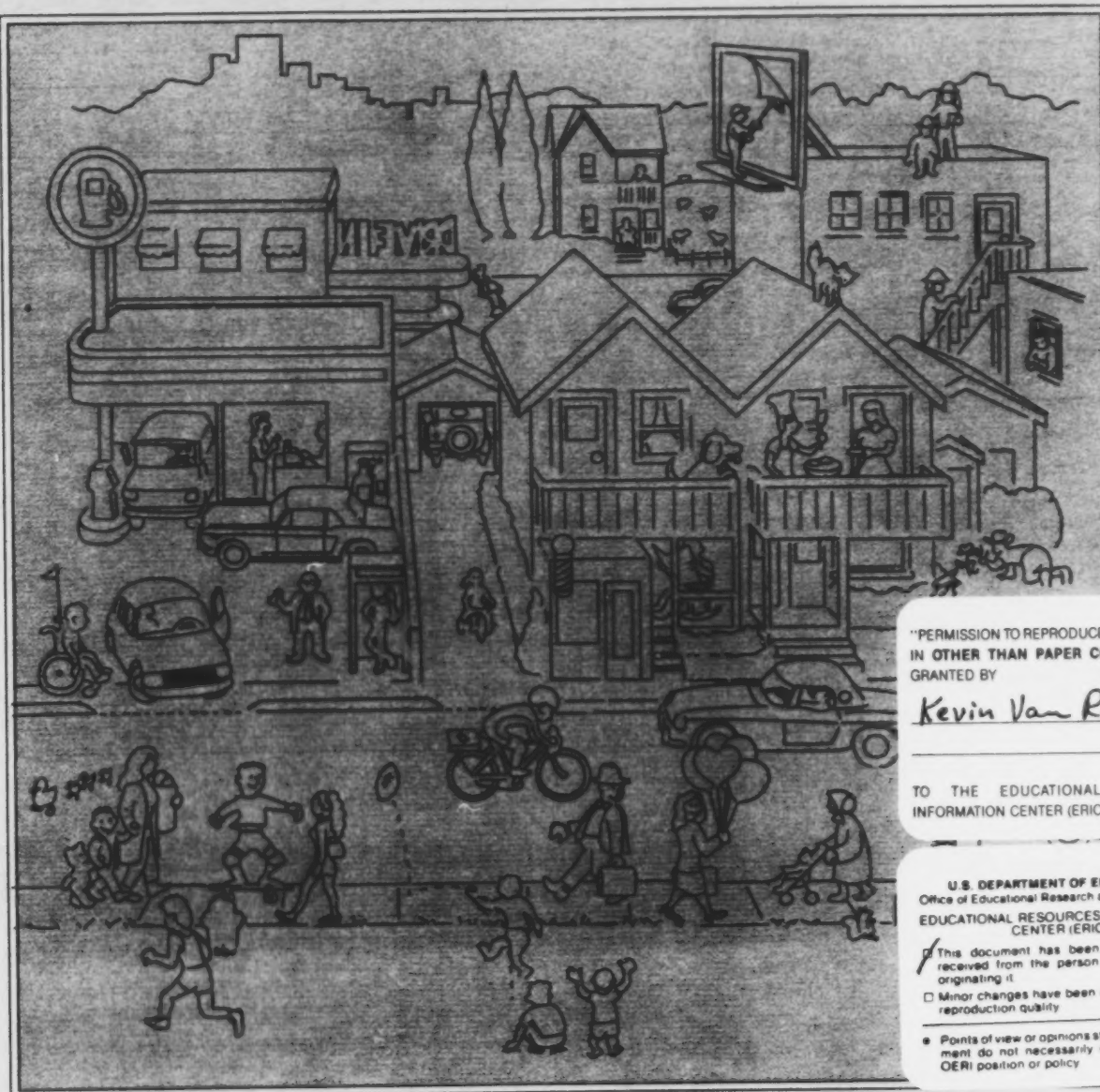
ABSTRACT

This publication provides a variety of information on prevention and intervention programs for rural and urban children and adolescents. Drawing from a rural sociological perspective, the introductory paper defines "rural," discusses rural-urban economic and social differences, and lists indicators of risk for rural youth. It discusses the extent of poverty in rural areas, problems of rural schools, effects of rural culture on program development and implementation, evidence of racial and sexual inequality in rural areas, and effective and ineffective educational practices. This paper contains 31 references. The publication then lists abstracts and profiles of 51 rural and 35 urban youth programs. These programs focus on dropout prevention, the problems of disadvantaged youth, exemplary programs and promising practices, enrichment activities and gifted education, early intervention, building self-esteem, and parent participation. Abstracts or annotations are presented for 9 bibliographies; 6 conference proceedings; and 37 other resources, such as books, guides, reports, and organizations. An additional 90 selected references are listed. Indexes of authors and program titles are included. (SV)

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RURAL AND URBAN YOUTH PROGRAMS

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RURAL AND URBAN YOUTH PROGRAMS

YOUTH SERIES NUMBER: JDLH-90-001/R

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December, 1990

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PREFACE

Initially this publication was a simple annotated bibliography that included youth program abstracts and profiles, targeting ages 5-11. Beginning with a sociology paper, our rural youth are introduced along with their unique characteristics and problems. The original document was submitted August, 1990, to the Visions For Youth Program at Clemson University, the organization which partially funded the project.

Since then, this publication has been revised and updated to provide more comprehensive and useful information, targeting youth, ages 5-11 *as well as* older youth populations. Thus, an interesting variety is provided: rural and urban program abstracts and profiles; selected references, materials and resources; conference and bibliographic references; and convenient author and program title indexes are included.

Still introducing this publication is the original rural youth sociology paper since it competently synthesizes information from various sources. Also, it should be noted that this paper is written from a non-academic or layman's perspective; that is, it's written to be understood by the general public without extraneous "esoteric" language and complicated theory.

Audience

Providing a variety of information ensures a diverse audience; program managers, practitioners, academics and researchers, and policy makers will find this resource valuable. Even so, this is not the definitive resource nor are we endorsing the abstracted programs. After all, we did not perform on-site evaluations of each program and program managers naturally present their programs in a favorable manner. Nevertheless, some programs have been objectively evaluated and these evaluations are usually available from the program managers.

Information Sources

Information was obtained from various sources including original documents, reports, and databases. In particular, the FOCUS Database produced by the National Dropout Prevention Center, Clemson University, was heavily utilized for the program profiles.

ABOUT OUR COOPERATORS

Visions For Youth Program

The Visions For Youth Program, partially coordinated and led at Clemson University, SC, 29634, is a unique pilot project funded by a Kellogg grant. Pilot counties are presently organizing to develop comprehensive preventative programming for 5-11 year old at-risk children.

National Dropout Prevention Center

Located at Clemson University, the National Dropout Prevention Center staff provided many of the rural and urban youth program profiles used in this publication. These profiles are part of a unique database, the FOCUS Database, which targets at-risk and dropout populations.

This Center was established in 1986 with the goal of reducing the youth dropout rate. In so doing, they collect, analyze, and disseminate dropout prevention information pertaining, for instance, to policies and practices. They also provide technical assistance for developing model dropout prevention programs.

This organization is increasing public awareness of the student dropout crisis, serving as an information clearinghouse, fostering partnerships between businesses, schools, parents, educators, and community and business leaders, and producing timely information for practitioners, researchers, and policy makers.

As a result, "products" such as the FOCUS Database are now available, accessible by modem through Telenet, along with a manual for utilizing the database. The Center's director, Jay Smink, and the Center are located at Clemson University, 205 Martin Street, Clemson, SC 29634-5111.

Regional Resources Development Institute (RRDI)

RRDI was established in 1981 and is a component of the College of Forest & Recreation Resources at Clemson University. RRDI stimulates and coordinates research in the areas of rural regional development, natural resource allocation and management, natural resource conflict management, and natural resource policy assessment.

We also focus our resources on applied, cooperative, and interdisciplinary projects which promote youth and community development, stimulate environmental stewardship, and enhance quality of life. RRDI's director is Robert H. Becker and the Institute is located on the Clemson University campus, 265-B Lehotsky Hall, Clemson, SC 29634.

As you might have guessed, the originators of this document, Ken Backman,

Jean Martin, and Kevin Van Romer, work at RREDI. Dr. Backman is the resident researcher and demographer, receiving his Ph.D. at Texas A&M University. Jean Martin is the Institute's administrative coordinator. Kevin Van Romer is the Youth Coordinator and Mac user, obtaining his Masters of Agriculture Education from Clemson University.

FINAL NOTES

If you know of uniquely successful programs or wish to clarify information contained herein, contact us directly or simply send your relevant information. No doubt a few unintentional "typos" have crept into the compilation process.

Last, we mention that this publication, for various reasons, is being distributed at cost. Since much of the information was obtained from public domain sources, databases, and selected publications, it is inappropriate for our Institute to publish this paper for profit.

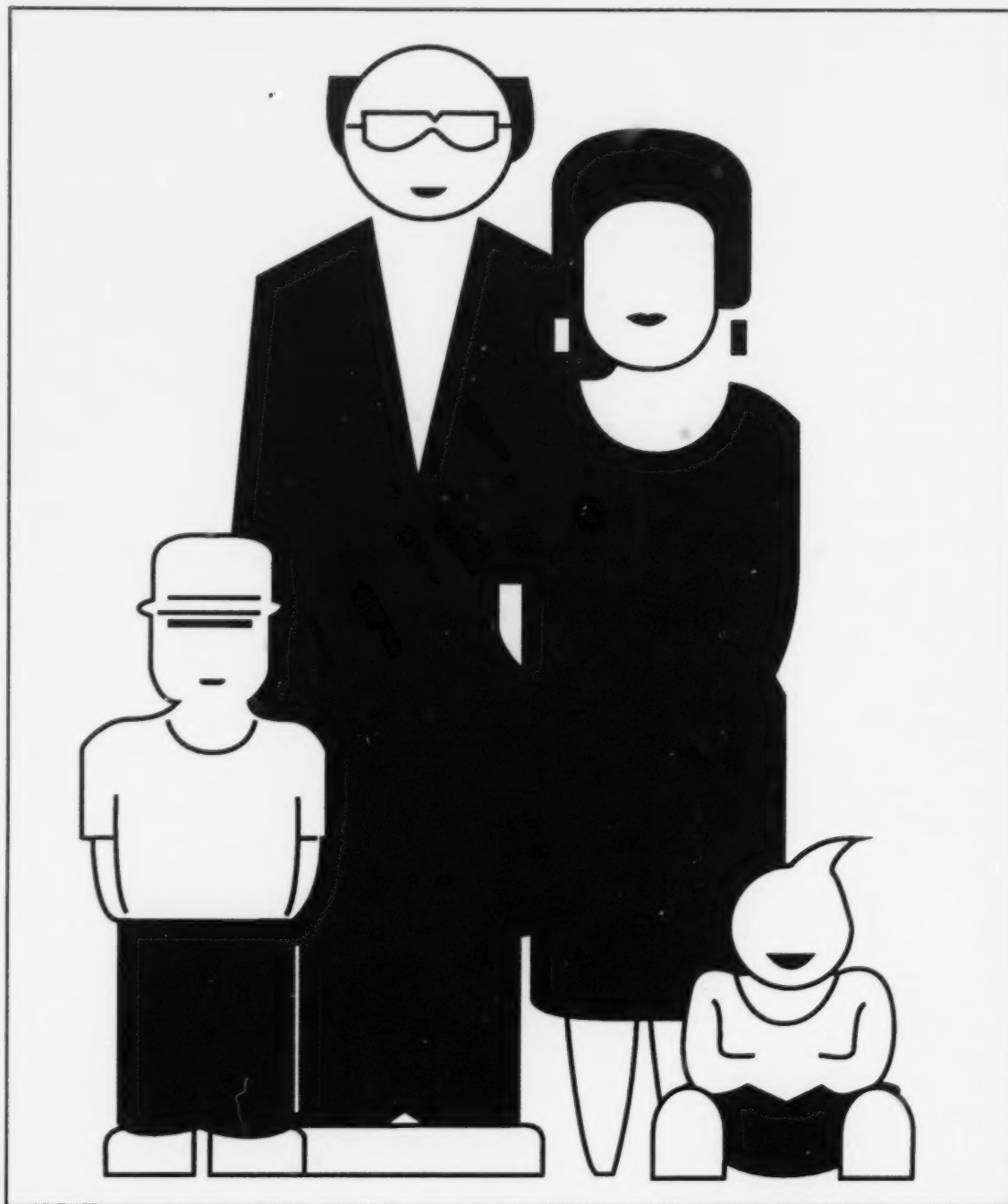
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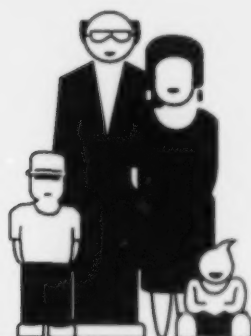
We thank the good people running the Visions For Youth Program because they recognized the value of this document.

Also, we thank everyone who helped contribute to this document's compilation. For instance, various individuals at the National Dropout Prevention Center were generous with their time, advice, and information. Other helpful organizations include the John de la Howe School, the National Rural Development Institute & ACRES, the ERIC Clearinghouse organizations, and those organizations that implement the various youth programs — programs with special originators, innovators, educators, and entrepreneurs.

Last, we sincerely thank Jean Martin since she's an integral contributor to the Institute and this publication; without her help during the compiling and completing processes, it would still be an intriguing idea.

RURAL SOCIOLOGY AND OUR YOUTH: An Introduction





INTRODUCTION

Rural Sociology is the application of the sociological perspective to that part of our society which lies outside our large cities: it is the sociology of life in small towns and open countryside; the study of the social arrangement rural people have worked out as they try to make a living and progress through their life course; and the study of people whose lives and social behavior are constrained by low population densities and considerable distance from points of concentrated human activity (Copp, 1989). The essence of Rural Sociology lies not so much in the portrayal of rural life as in the elaboration of a set of concepts and theoretical notions for analyzing rural life.

In today's expanding world economy, rural America has to make many difficult decisions that are made even harder by a declining population, the farm crisis, and natural disasters. The greatest asset that rural America has is its youth, but will the proper decisions be made to ensure a better future for today's rural youth?

Consider the following:

Rural America must choose between two courses. One is the active planning for the conservation of its human resources, recognizing the fact that with no age group will the planning produce greater returns than with young people. The other is to let present trends continue. (Melvin and Smith, 1938, p. 118).

Have beneficial decisions been made that reverse the foreseen negative trends since this 1938 statement, or are rural youth still at risk?

This paper's focus is, in essence, the significant problem of our rural youth, who are still "at-risk." To address this societal problem, we start with a brief description of what "rural" really means, followed by a brief look at how rural areas differ from urban areas within the United States. Next, we discuss the primary causes of risk in rural areas, along with the coin-

ciding components that put rural youth in jeopardy. Also, a number of the risk indicators for rural youth and their families will be briefly reviewed, including general examples of programs and studies that have been successful or unsuccessful in helping our rural residents.

The second major portion of this publication includes an annotated bibliography, abstracts, and references pertinent to people interested in youth programs. This publication targets, but not exclusively, preteen youth, since prevention and intervention must begin early in the lifecycle. Also included are relevant resource materials that are available for interested parties such as people and agencies dealing with youth at-risk.

WHAT IS RURAL?

Rural refers to those parts of society beyond the heavily concentrated points of human habitation and economic activity; they are areas outside of cities (Copp, 1989). Thus, rural can be viewed as a residual concept, so to speak. It is the remaining populace after urban areas have been subtracted from the total United States population.

The definition of what is rural will always be somewhat arbitrary, because it is difficult to precisely distinguish what is and is not a city. Even so, rural places are described as being peripheral to city centers, having low population densities, involving agricultural and other primary (natural) resource production, and having sparse provision of public services. In the United States, rural places are defined by the Census Bureau as those with less than 2,500 people and/or are outside urbanized areas. Urbanized areas are defined as a central city or cities which, together with surrounding closely settled territory, has a minimum population of 50,000 (Fuguitt et al., 1989).

A second spatial and population distinction used in the United States is between metropolitan and nonmetropolitan. The underlying metropolitan concept consists of a large city with satellite cities and outlying suburbs (Fuguitt et al., 1989). However, this is imprecise and can only be approximated by using counties as the building blocks. This metropolitan-nonmetropolitan distinction is widely used in research today, with considerable attention given to the nonmetropolitan segment as a means of considering the lower density periphery of the country. This lower population density is often used as a rural designation or indicator.

Rural and nonmetropolitan, however, are far from synonymous; nonmetropolitan areas include urban populations, and metropolitan areas contain rural populations. For instance, in 1980 approximately 13% of the urban population of the United States was nonmetropolitan, whereas 39% of the rural population lived in metropolitan areas (Fuguitt et al., 1989).

Rural-Urban Differences

Commonly, rural sociologists take the concepts rural and urban to be at opposite ends of a conceptual continuum, whereby rural people and their communities fall somewhere between the two hypothetical extremes (Willits et al., 1982). And in the real world, America's rural areas are extremely important, so much so that specific policies are developed to deal with their unique problems. To illustrate, it can be noted that in the southern region of the United States over 37% of the population live in rural areas, contrasted with a 26% average for the nation (Kilbreth, 1990).

Although many myths and realities have been associated with rural life, Americans generally perceive certain quality-of-life benefits associated with rural living (Powers and Moe, 1982). Particularly when considering rural youth, this rural-urban distinction has stood out.

In addition, rural youth, like rural people in general, are not as alike as conventional wisdom would have us believe (Willits et al., 1982). Rural does not refer to a homogeneous population even though rural-urban characteristics are often contrasted and may be perceived as a dichotomy. Likewise, urban populations are heterogeneous in nature, oftentimes consisting of distinctly different subpopulations and subcultures. Oftentimes this rural-urban dichotomy is interpreted to suggest that urban connotes superiority whereas rural is inferior. Stereotypes or societal labels, pertaining to rural people, still persist; for instance, "hicks," "rednecks," "plow-boys," and "hillbillies," are stereotypical labels with negative connotations. Where does a comparable list exist that contains negative stereotypical terms for urban people?

As Cosby and Charner (1978) discuss, the notion that rural-urban differences are distinctly dichotomous is simply an artifact of the misguided imagination of a few sociologists. Yes, there are differences which can be compared/contrasted but they are by no means all encompassing and not entirely "black and white"; there are many "gray" areas. Although rural is oftentimes perceived as such, it no longer, in reality, automatically connotes farm life. As Dillman and Hobbs (1982) and Beaulieu (1988) state, the social organization of rural areas has changed with the decline in economic dependence upon agriculture and this shift has important consequences for rural youth.

Today's Rural Areas

Today's rural areas are no longer solely dependent upon an agricultural based economy. In consequence, rural areas are no longer "pop-culturally" isolated; that is, even though rural Americans may be geographically isolated they presently have access to mainstream United States popular culture (Johnson, 1989). Due to our modern mass media, satellite dishes, and

extensive highway systems, our rural youth population is no longer culturally isolated. These and other technological changes have had important ramifications for today's rural population, the primary consequence being that rural areas are no longer exempt from detrimental urban social problems such as drugs, alcohol, teen pregnancy, and teen violence.

Another consequence of the changing economic base in rural areas is the reduction or loss of the extended family. Popular television shows such as "The Waltons" and "Mayberry RFD" have historically presented the idyllic rural extended family household (Johnson, 1989). However, the reality is that today's economic circumstances compel rural youth to leave their families to reside in urban areas where they have the opportunities to move upward, economically and socially, and advance their careers. As a result, fewer extended families reside, as a unit, in rural America.

INDICATORS OF RISK TO RURAL YOUTH

In a recent study, Judi Elliott (1987) suggests that rural youth are decidedly disadvantaged by geographic isolation and economic decline. In later studies, Doris Helge (1989, 1990) states that the at-risk student is closely associated with one or more of the following problematic conditions or characteristics:

**child abuse (physical, emotional, verbal, and/or sexual);
child in a dysfunctional family system;
child of alcoholic or substance abuser;
handicapping condition;
health problem;
illiteracy/English as a second language;
involvement with crime;
migrant;
minority and poor;
performance significantly below one's potential in school;
poverty;
residence in a rural/remote area;
school dropout;
sexually active/pregnant;
substance abuse; and
suicide attempt/depression/low self-esteem.**

The preceding list succinctly illustrates the extent of the problems facing rural youth. These problems are extensively multi-faceted and quite similar to the problems that confront youth in urban areas. Because it is beyond the scope of this paper to discuss each of the previously mentioned topics, the discussion will focus on the conditions of rural poverty and education. Also, rural culture and its impacts are briefly discussed. In contrast, the programs and

references in the annotated bibliography section do encompass and address the topics in the above listing as well as their limiting and/or harmful influences.

POVERTY

In 1966 the National Advisory Commission on Rural Poverty was created to study economic situations adversely affecting rural people and recommend action for all levels of government and private enterprise. Today, we are still searching for evidence that indicates the effectiveness of subsequent programs and policies designed to reduce rural poverty.

Bender et al., (1985) reported that poverty remains a chronic and serious problem in certain locations in rural America. Persistent poverty counties in the U.S. represent 10% of all rural counties. These poverty counties are concentrated in the Southeast, 92% in Appalachia, the Ozark-Ouachita Plateau, and the Mississippi Delta. In addition, many of these poverty counties contain populations that are predominantly composed of racial minorities.

Statistics suggest that rural people in the United States are more likely to be poor than are urban people even though urban poor populations are given more attention in the media. Also, being poor in America usually means being poorly educated. Only about 60% of rural adults complete a high school education (Rogers et al., 1988) and children, from families in rural areas with low levels of education, also receive little education achievement support. Additionally, Rogers et al. (1988) show that children from lower-class families, which place a low value on education, are likely to drop out of school at the earliest possible age. Thus, a continuing cycle of low education and poverty operates in most rural counties and this self-perpetuating cycle is at best difficult to disrupt or destroy (Beaulieu, 1988; Rogers et al., 1988).

Further, the poor in rural areas are more likely to be unemployed or underemployed than those in urban areas. In the 100 counties in the United States with the highest incidence of poverty, only 31% of all persons sixteen years old or older were employed (Rogers et al., 1988). In fact, income in these poverty areas includes a large proportion of transfer payments from government assistance programs such as social security, aid to families with dependent children, and food stamps.

In a report to the United States House of Representatives (1985), it was found that between 1979 and 1984, nearly 3 million children "fell into poverty." This is an increase of almost 30%, from 10 million to 12.9 million in the U.S. Children under the age of six became poverty casualties at the fastest rate; furthermore, black and Hispanic children continued to have the highest rates of poverty. This 1985 report was assessing the "safety net" designed to protect children from "falling into" poverty. Two programs studied were "**Aid to Families with Dependent Children**" and the "**Federal-State Entitlement Program of Income Support**" to

low-income families; 66% of the aid from these two programs is received by children. Other government programs include, for example, the **Head Start Program**, providing intensive preschool education services, and the **Special Supplement Food Program** which provides high protein foods and access to health care for women, infants, and children.

The 1985 U.S. House of Representatives report found that in 1984 only one in seven poor children participated in the **Head Start Program**, one in three participated in the **Special Supplemental Food Program**, and one in two participated in **Aid to Families with Dependent Children Program**. In the counties with the highest rates of child poverty, particularly rural counties, few impoverished children participated in any of these three programs. Over 150 of these counties had no **Head Start Program**, and forty had no **Special Supplemental Food Program**.

Reports such as this suggest that rural youth are indeed at-risk and in danger of continuing the vicious cycle of poverty. Due to few role models, a perceived lack of opportunity to improve their situation, and/or little governmental support, rural youth and their families find it difficult to sever poverty's restraints.

RURAL EDUCATION

Publicly provided education in America includes kindergarten, elementary, and high school. Even though public education is provided in the United States, a significant proportion of both rural and urban youth are still served by private education institutions (Copp, 1989). In fact, in many rural areas a distinct dichotomy has occurred whereby white middle class youth attend private schools and those less fortunate, that is having less money, attend public schools. The general belief, then, is that the private schools in our rural areas are providing a better education. Therefore, these rural public schools are drained of critical support and monies. The rural United States population is twice as likely as the urban population to be living in poverty (Brown, 1989; National Rural Studies Committee, 1989) and, in turn, have fewer quality services, such as education, available.

In rural states, like Wyoming, as many as half the rural children could be classified as at-risk when considering the various at-risk "criteria" such as their potential for dropping out of school, suicide, drug addition, abuse, crime, pregnancy, or illiteracy (Wyoming Department of Education, 1987). This is not, however, an isolated case. All, or some, of these conditions exist in most rural areas, making the prevalence of at-risk students in rural areas quite high (Helge, 1989).

The seriousness of this problem is emphasized by the fact that about two-thirds (67%) of all schools in the United States are in rural areas and the majority of unserved and underserved children are located in these rural areas (Helge, 1984, 1989). In addition, all the usual problems associated with starting a comprehensive special education program in an urban area are compounded in rural areas. Rural America's vast land areas, scattered populations, and inadequate services are definite obstacles to program development. Highly trained personnel, specialized facilities, and current equipment are required, yet difficult to provide in rural areas (Helge, 1989, 1990). Lack in any of these key assets, as well as lack of adequate preventative services, hampers effective help for at-risk youth in our rural areas.

Rural Culture

Rural culture is another important factor when considering youth life-successes because youth in small communities live with their problems as well as their neighbors' problems. Even when the community has preventive services available many individuals will decline to get "help" because they fear that someone might find out about their particular problems (Helge, 1990).

In a study by Judi Elliott (1987) it was found that rural students in Iowa were decidedly disadvantaged when geographically isolated, especially during economic decline. This, no doubt, is the case in many rural areas across the country. Therefore, community support must begin with the formation of active, positive, and cooperative relationships between and among students, teachers, administrators, and parents. Programs must be tailored to provide a full range of academic, vocational, and extra-curricular activities, while allowing adequate access to current technology (Elliott, 1987). And these programs and activities must consider rural culture and its various ramifications.

In a report titled "End of the Road: Rural America's Poor Students and Poor Schools," the National Rural Small Schools Task Force describes some promising educational practices, identified since 1986. This task force oversees nine regional educational laboratories which identify and develop promising educational practices for rural and small schools (Council for Educational Development and Research, 1988). For instance, the regional education laboratory serving the State of South Carolina is the Southeastern Educational Improvement Laboratory, P.O. Box 12746, Research Triangle Park, N.C. 27709. For more information, see the Rural Programs section.

The problem of rural education, particularly in the southern region of the United States, is not a single problem, but a set of related problems (Mulkey, 1988). It is a set of related problems involving public expenditures, educational finance, non-governmental resources, and interrelationships between the public and private sectors. In addition to these problems there

exist, particularly in the South, high rates of illiteracy, high school dropouts, and unskilled labor forces. A need for retraining relatively unskilled workers is a definite necessity (Beaulieu 1988; Luloff and Swanson 1990; Mulkey 1988). Specifically, Deaton and Deaton (1988) have noted we must now consider education a lifelong learning process whereby the associated need to provide high-level learning opportunities is a key criteria for everyone's well-being.

Needless to say, our present education policy shortcomings and the associated detrimental effects for our rural youth cannot be treated separately from our community institutions nor our cultural influences (Mulkey, 1988). All our institutions, educational and community, are highly interactive in their relations. Thus, any programs in rural areas for youth must consider the particular cultural, social, and economic institution heritage of a region, which certainly contributes to shaping youth's attitudes towards the education and opportunities that it may provide (Mulkey, 1988; Rogers et al., 1988).

Inequalities

There also exist in the rural South the continued problems of racial and sexual inequality, especially in our education and economic development (Beaulieu, 1988; Mulkey, 1988). Johnson (1986) provides some sobering statistics on conditions in the rural South:

- in the South, 26% of female-headed households were poor in 1983;
- in the rural South, this figure rises to 39.2%;
- for black rural women in the South, more than 58% were poor in 1983;
- for children in the South under eighteen and living in female-headed households, 62% were poor in 1983;
- for black children in these homes, the figure is 69%;
- for rural children, 61.5% are poor;
- for rural black children, 75.7% are poor;
- for all rural children, under six, in a female-headed household, 70.3% are poor;
- and
- for rural black children under six, 80% live in poverty.

These few descriptors obviously stress the high incidence of poverty among rural blacks and among female-headed households of all races. This places large numbers of rural South children and adults in situations known to inhibit learning and personal development. This also makes the rural South unique, placing such a large proportion of its population in "at-risk" categories.

EFFECTIVE AND INEFFECTIVE PROGRAMS AND PRACTICES

In a recent article by Slavin and Madden (1989), a review of how instructional practices can help at-risk students is discussed. Essentially, they describe a "typical" at-risk student as being in danger of failing to complete his or her education or lacking an adequate level of skills (Slavin and Madden, 1989). The risk factors that are most detrimental to a child's success are low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students (Slavin, 1989; Slavin and Madden, 1989).

According to Slavin's Effective Programs and Practices and Madden's research review, the most effective ways to help at-risk students include:

- "First grade prevention programs that apply intensive resources, usually including tutors and/or small group instruction, [that] are extremely successful in increasing students' reading achievement. Reading Recovery, the one model with data on long-term effects, produces effects that persisted for at least two years;"
- "Instructional methods that accelerate student achievement, especially that of students at-risk, include continuous progress models and cooperative learning programs;" and
- "Supplementary/remedial programs that have proven effective including remedial tutoring programs and some models of computer-assisted instruction (Slavin and Madden, 1989, p. 12)."

Some general principles, identified herein, characterize effective programs for students at-risk:

- "Effective programs are comprehensive and include teacher's manuals, curriculum materials, lesson guides and other supportive materials;"
- "Effective preventative and remedial programs are intensive, using one-to-one tutoring or individually adapted computer-assisted instruction;" and

- "Effective programs frequently assess student progress and modify groupings or instructional content to meet students' individual needs (Slavin and Madden, 1989, p. 12)."

Ineffective Program Strategies

Two of the most commonly used strategies that are ineffective at producing lasting achievement for at-risk students are flunking and pullout programs. Slavin and Madden (1989) found flunking produced no positive long-term effects and results on achievement were negative. The pullout programs were, at best, only able to keep at-risk students in the early grades from falling behind their peers. Also, preschool and extended-day kindergarten have not shown lasting effects on achievement. For the disadvantaged child, the effects from these programs are lost by the second or third grade if no continuing programs are provided. Thus, preschool and extended-day kindergarten may give at-risk children a good start, but if these programs are in isolation they are unlikely to reduce a student's risk of school failure (Slavin and Madden 1989). Comprehensive long-term planning is needed.

CONCLUSION

In a paper by Daryl Hobbs (1987), he suggests that rural education has to support rural development and revitalizing efforts. Also, he believes that rural development strategies should consider their job-creating potential for small business and entrepreneurship. To help achieve this, rural schools need to provide sound basic education while training students to work as members of small problem-solving teams. These school-based development enterprises could, for instance, be introduced at the elementary level and continue through the high school level. In turn, school-community economic development partnerships are starting to be produced in rural areas across the country (Hobbs, 1987).

In two studies, Milne et al., (1983) and Jenkins et al., (1988) compare single parent households and the educational achievement of elementary students in rural and urban areas. Similar results were found for both populations. The results suggest that lower achievement scores were found to occur for children of single-parent homes. Also, these children had more behavioral difficulties at the fourth grade level and there were more adjustment problems for boys than for girls. Additionally, these effects appear to be primarily due to one-parent families having a lower income.

In the future, rural areas of the United States will have consistently decreasing numbers of youth, with some exceptions occurring in the western and southern regions. Nevertheless,

increases in the number of youth in these two regions does not automatically translate into increased expenditures for appropriate programs that help them succeed (Cook, 1988). In the future, youth in these areas will more likely have non-white racial backgrounds, spend some time in a single-parent family (usually headed by the mother), and live under serious financial strain. Thus, even more effective programs will be needed to ensure an equal chance for these youth to succeed in today's ever changing society.

As a great man once said,

A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, your states and nation. He is going to move in and take over your churches, your schools, your universities and your corporations. All your books are going to be judged, praised or condemned by him. The fate of humanity is in his hands.

...Abraham Lincoln

To obtain their full potential, the youth of rural America need to have the same opportunities available to them as urban youth. Further, the various special needs of the disadvantaged rural populations mentioned above will have to be addressed as a comprehensive whole within the framework of the entire rural community. Piecemeal programs, inadequately integrated and coordinated, will at best produce short-term and short-sighted gains. Considering rural America's increasing global inter-connectedness, it is important for our youth to have every advantage, advantages that contribute to overall life-success and societal-success.

Some innovative programs that help meet various youth population needs are presented in the following sections. References and annotated information dealing with studies, cases, and research programs are listed, along with other sections, in the remainder of this publication.

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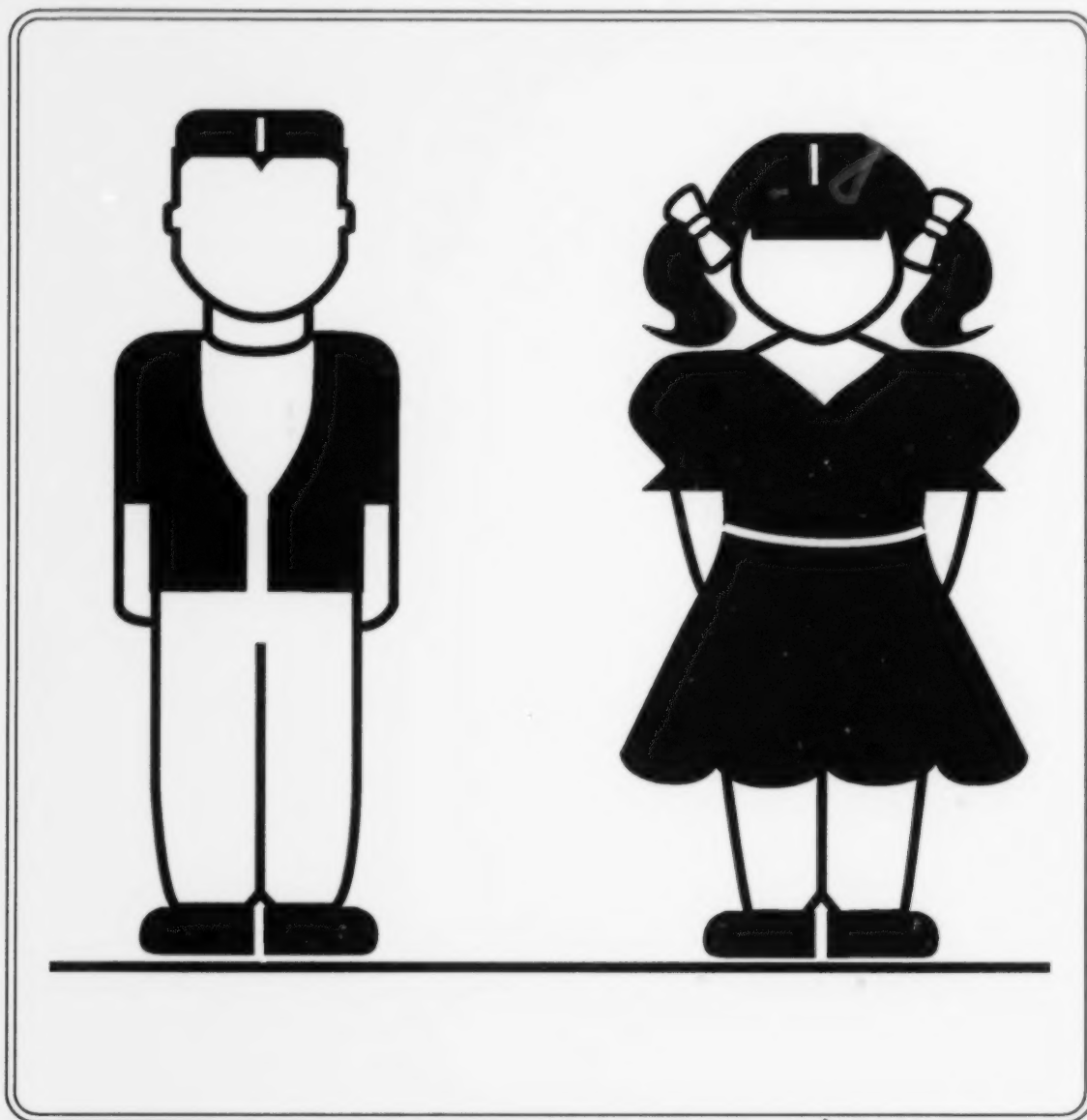
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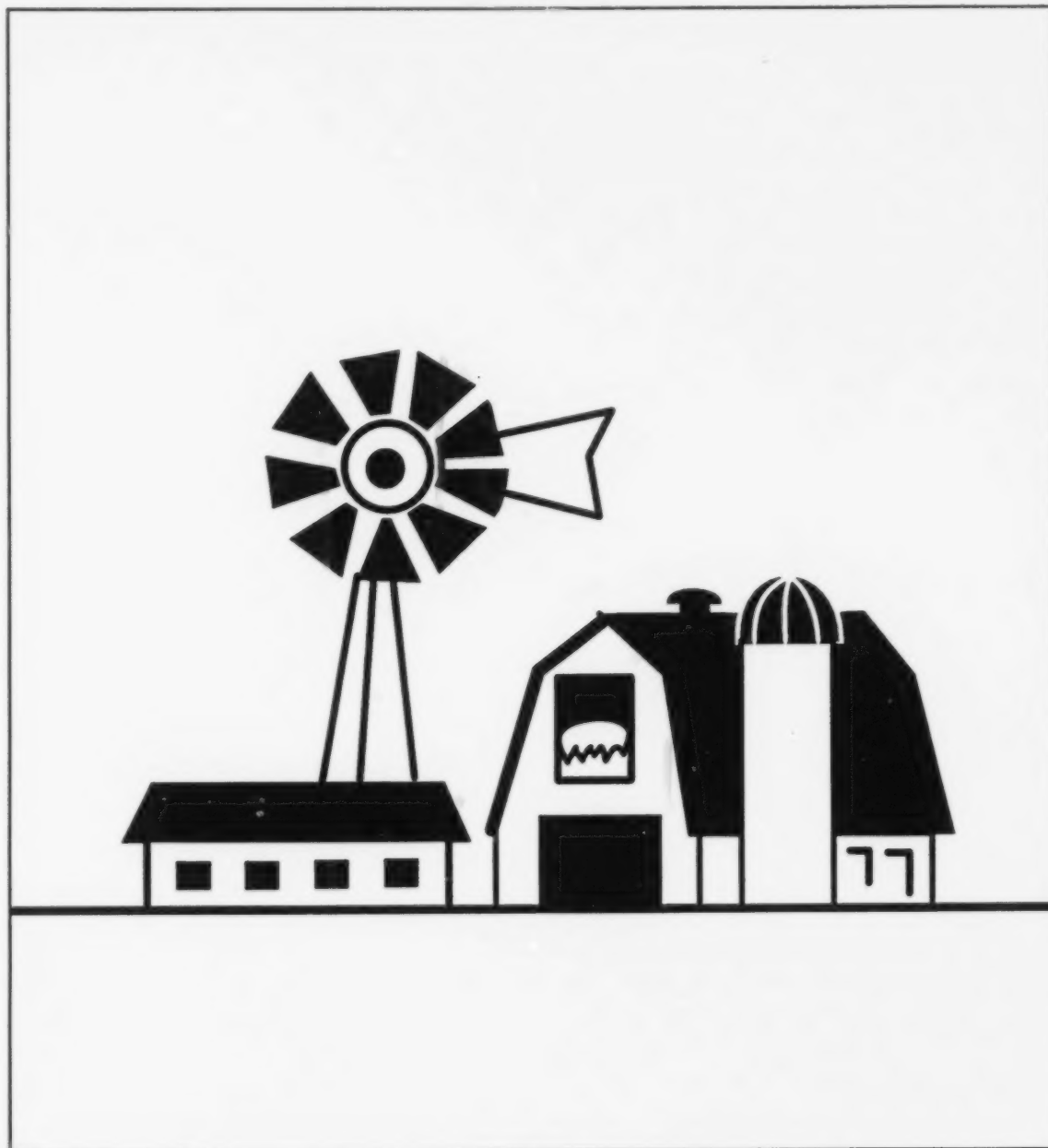
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YOUTH PROGRAMS: ABSTRACTS AND PROFILES



RURAL PROGRAMS





RURAL PROGRAMS: GENERAL

(1988). Award winning summer programs—1987. *Exceptional Parent* 18(2), 24-33, 36-38.

Four award-winning summer programs provide opportunities for disabled children. Agassiz Village integrates physically disabled, inner-city, suburban, and rural campers. Camp Challenge serves hearing-impaired children and their families. Minspeak provides hands-on experience with assistive equipment and techniques for nonspeaking children, parents, and therapists. The Daedalus Project enhances communication skills using computers.

Descriptors

Communication Aids (For Disabled); Computers; Disabilities; Disadvantaged Youth; Family Counseling; Hearing Impairments; Physical Disabilities; Resident Camp Programs; Speech Handicaps; Summer Programs; Therapeutic Recreation.

Bull, K.S. (1987). *Rural options for gifted education*. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED 284 716)

Rural gifted programs should be developed by the consumers in rural communities and should focus on the needs and strengths of the community. The unique aspects of rural schools should be used to develop defensible community-based programs. General gifted education procedures, such as developing peer groups and psychologically secure environments, should be followed, but grouping provisions from larger urban settings are not generally appropriate. Curricula for gifted students should be modified in terms of rate of progress, control of content, and type of content. These content changes, as well as changes in instructional formats, may be accomplished or supported using modern technological means, particularly computers. When the local program requires it, teachers or students may be transported to off-campus locations to

meet program goals. Support activities may be provided out of school, but these activities should be in addition to a regular education program for gifted students.

Descriptors

Community Characteristics; Community Support; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Extracurricular Activities; Gifted; Individualized Education Programs; Mentors; Program Development; Rural Education; School Community Relationship; Small Schools.

Identifiers

ERIC Digests.

The comprehensive competencies program. (1988, August). Oakland, CA 94607: The East Bay Conservation Corps (EBCC), 1021 Third Street, (415/272-0222), Executive Director, Joanna Lennon.

The East Bay Conservation Corps (EBCC) has recently implemented a full-scale Comprehensive Competencies Program learning center (CCP). Developed by the Remediation and Training Institute (RTI) in Washington, DC, the CCP has proven to be a successful program for dealing with the needs of disadvantaged youth. The EBCC learning center is the first in Northern California, and the EBCC has been selected by RTI to be a National Service and Learning Demonstration Site to adopt and test the CCP within the Service's and Conservation Corps's settings.

The CCP learning center includes computer-assisted instruction, written materials, audio-visual presentations, and other curriculum materials. CCP maximizes learner time-on-task, provides for learning gains, assigns learners appropriate materials, gives immediate feedback and positive reinforcement, and allows teachers time for critical individual instruction. In addition, it provides for regular updating, networking between users, and built-in research and evaluation capabilities. The CCP has been recognized as an effective remediation program. The President's National Adult Literacy Task Force, after reviewing all adult education activities nationwide, found that the CCP includes all of the "success ingredients" for effective remediation.

The system is based on a hierarchical framework of academic and functional objectives; curriculum materials cover learning objectives from grade levels one through college prep. Corresponding tests assess mastery of these objectives. Using these tests, each learner can be assigned to instruction of appropriate difficulty, in needed subject areas. Each learner's problems and progress can be tracked and each can advance as rapidly as mastery can be demonstrated.

RURAL PROGRAM ABSTRACTS: GENERAL

Initial reports indicate that students using the CCP gain three to four grade levels after every 100 hours of instruction in a given subject. This figure is three to four times the national average using a traditional classroom setting. Students have also been successful in completing their GEDs. [It would be interesting to critically assess their later reportings, verses early reports, and how they were obtained.]

Darch, C., et al. (1987, August). Evaluation of the Williamsburg County direct instruction program: Factors leading to success in rural elementary programs. Williamsburg County, SC: Williamsburg County Public Schools. (ERIC Document Reproduction Service No. ED 283 652)

Several evaluation formats were used to examine the impact that the **Direct Instruction Model** had on 600 selected students in Williamsburg County, S C, over a seven-year period. The performance of students in the Direct Instruction Model was contrasted with the performance of similar students (on the basis of family income, ethnicity, percent with preschool experience, percent with female head of household, and chronological age) who were taught with the district's usual curriculum materials and methods.

Students were tested in the basic skills of reading, mathematics, language, and spelling, and measures of self-esteem were taken. Students were compared on standardized tests of academic achievement, the South Carolina Test of Basic Skills, and retention rates at the end of the 12th grade. The direct instruction students showed significantly higher achievement than the local comparison students. Significantly higher results on affective measures were found as well.

This report discusses problems facing rural isolated districts such as Williamsburg County and notes extreme poverty, high incidence of illiteracy, and extremely low academic achievement. Components of the Direct Instruction Model are described, including innovative curriculum, increased time engaged in academic tasks, and staff development activities.

Dropout prevention in Appalachia: Lessons for the nation. (1987, January). The Appalachian Regional Commission (ARC). (ERIC Document Reproduction Service No. ED 280 912)

The Appalachian Regional Commission (ARC), in its efforts to improve the economy and quality-of-life in the Appalachian Region, has identified high school dropouts as a major stumbling block to the area's economic growth.

Findings of ARC-Sponsored research on dropouts include the following: (1) High school dropouts are a serious problem in Appalachia, with some counties having dropout rates as high

as 50%; (2) The problem cannot be effectively handled by schools alone, a variety of groups and resources must work together to attack it in each school district; and (3) Public awareness of the problem and prevention efforts is low.

With these and other findings, ARC developed a regional dropout prevention effort which, in its first 18 months, has allotted \$2.5 million to 46 prevention projects.

In addition to funds, ARC operates a regional awareness campaign whose objectives are: (1) To increase public awareness and understanding of the incidence of dropping out and its impact on the economic well-being of local communities; (2) To educate the public about the importance of keeping youth in school and in how the public can participate in reducing dropping out; and (3) to promulgate the efficacy of public/private partnerships in supporting dropout reduction efforts. This campaign includes the dissemination of information, resources, and encouragement. **An appendix provides details about particular prevention programs.**

Descriptors

Community Involvement; Dropout Prevention; Dropout Programs; Dropouts; Economic Factors; High Schools; Program Development; Regional Programs; Rural Areas; School Business Relationship; School Community Relationship; Student Needs; Appalachia.

Council for Educational Development and Research. (1988, May). End of the road: Rural America's poor students and poor schools. National Rural Small Schools Task Force Report to the Regional Educational Laboratories. (ERIC Document Reproduction Service No. ED 302 355)

Across the nation, more than 2.2 million children attend 2,750 rural school districts that suffer from chronic, severe poverty. The National Rural Small Schools Task Force oversees nine regional educational laboratories as they identify and develop promising educational practices for rural, small schools. Income data for all U.S. school districts, per pupil expenditure, and student achievement data for districts in 17 states is given.

Analysis of the 17-state sample showed that 49% of its school districts (2,587) were both small and rural, and 28% of these (717) ranked in the bottom quarter of districts in their state on at least two of three indicators, family wealth, per pupil expenditure, and/or student achievement. By adding large rural districts and projecting analyses to all 50 states, this report estimates that 2,750 U.S. rural school districts are chronically poor. During the first year of the rural small schools initiative, the laboratories developed or identified 39 promising practices for improving rural schools. Generally, these practices help schools solve their own problems, help policymakers make sound decisions, and install proven ideas in schools and communities. This report contains: (1) Task Force recommendations to the laboratories for second year activities and future funding possibilities; (2) data on poor rural school districts in Arkansas, California,

Connecticut, Iowa, Kentucky, Massachusetts, Mississippi, Oregon, and West Virginia; and (3) the purpose, description, key features, results, and sites of the 39 promising educational practices.

Some selected excerpts include:

- (1) In the Alcolu Elementary School, a program started which includes, for instance, a videotaping library and production of videotapes (p. 70);
- (2) In Millport, AL and other key sites, a program developed which stimulates parental and community involvement (p. 68); and
- (3) In Wisconsin, a rural reading improvement project started developing and improving reading programs (p. 50).

Other programs and products are also highlighted. These programs and this report were supported by the Educational Laboratories. **The Southeastern Educational Improvement Laboratory, that serves South Carolina, is at P.O. Box 12746, Research Triangle Park, NC 27709 (919/549-8216). The Executive Director is Charles J. Law, Jr.**

Descriptors

Demonstration Programs; Economically Disadvantaged; Educational Innovation; Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; Federal Aid; Profiles; Regional Laboratories; Rural Schools; School Districts; Small Schools.

Identifiers

National Rural Small Schools Task Force; Promising Practices; Regional Educational Laboratories; Small School Districts.

Exemplary school programs. (1990, Winter). The Journal of Rural and Small Schools 4 (2), 32-33, 49-50.

In this journal's "Exemplary School Programs" section, several "award winning" programs are presented in detail. On page 32, the "**Big Brother/Big Sister Program: Winning the Game Called School**" is described. This study skills program was developed for the **Green Sea Floyds Elementary School, Horry County, SC**, and designed to enhance self-esteem/self-concept for grades K-5. In the higher grades, peer-teaching is utilized. Also, business/government partnerships were, and are, a key program success factor.

This article is quite detailed, informative, and worth evaluation. Contact persons, implementing this program, include **Shirley Huggins (803/756-5127)** and **John N. Chanaca, Jr. (803/756-5127)**.

Another Exemplary School Program described herein is the **Arnettsville Happy School**, in Monongalia County, West Virginia. This program "...seeks to provide information and emotional support to parents, and a nursery school experience for young children in the area." Program details are provided in this program write up. The contact person is **Jennifer Snider (304/291-9210)**.

Helge, D. (1989). Report of a pilot project regarding strategies for enhancing self-esteem. National Rural Development Institute, National Rural and Small Schools Consortium (NRSSC), (206/676-3576).

During the Winter of 1989, a pilot project was conducted to determine effective strategies for enhancing the self-esteem of "at-risk" students. The project involved students from a wide variety of socioeconomic background and ability levels. These youth were determined to be "at-risk" for learning because of depression, child abuse, sexual activity, and/or drug use. Through a variety of self-esteem enhancement exercises, the students were noted to have significant increases in pre- and post-tests regarding self-esteem. Their academic scores and attendance rates also increased.

Although this publication reports on middle school-aged children, there should be some information applicable for five to eleven year olds.

The included self-esteem enhancement exercises were utilized to raise academic grades and test scores.

Some resource materials for teachers were mentioned, such as the *Wellness Workbook* from Nightengale-Conant, Quest.

Future endeavors include experiential preservice and inservice projects for teachers. The next program phases, including methods, procedures and evaluation, and content, are briefly outlined in this publication.

Helge, D. (1989). Rural "at-risk" students—directions for policy and intervention. Bellingham, WA 98225: American Council on Rural Special Education (ACRES), Western Washington University (206/676-3576).

This article includes excerpts from case studies of at-risk students. It discusses the high prevalence of at-risk students in rural areas, the relationship of this phenomena to rural cultures, and basic conditions associated with being "at-risk." Necessary policy and social changes are described, and how these can be achieved within the context of a given rural community. School and community preventive and treatment services are detailed. The article also discusses the

need to address the "secondary" disability (the emotional overlay) of an at-risk handicapped student to facilitate effective intervention with the "primary" disability.

The author concludes with a description of the need for systemic change, including an emphasis on self esteem education, appropriate preservice and inservice, community-business-school partnerships, family involvement, and community education.

Ideas that work in small schools K-6. (1989). (ERIC Document Reproduction Service No. ED 310 906)

This information packet describes 10 promising practices identified in small and rural elementary schools in New Hampshire, New York, and Vermont.

Descriptions of the following innovations are presented:

- (1) Community volunteers with diverse talents and experiences became enrichment "teachers" during school time for students in intermediate grades, for which local businesses contributed money and materials, and school staff provided backup;
- (2) Educators established a bridge between school and community through an unusual newsletter giving equal space and emphasis to each;
- (3) Foreign language classes for grades 5 and 6 used the total physical response approach, which patterns second language instruction on first language acquisition;
- (4) A 5th grade teacher successfully instituted individualized mathematics instruction in her self-contained classroom;
- (5) A rural school district completed self-assessments of seven educational aspects, developed action plans based on assessed needs, and set up district-wide task forces to address various improvement goals;
- (6) The explore/enrichment program provided individual enrichment activities to students with special interests and talents while avoiding labeling and IQ screening;
- (7) Primary teachers modified mastery learning techniques for use in their own outcomes-based instruction, and noted several objective indicators of student improvement;
- (8) A poor rural school district cooperated with a local youth and family agency to provide guidance and counseling in elementary schools;
- (9) primary students improved language skills by working on language activities in cross-age ability groups; and
- (10) "Clusters" of 50 children, 2 regular classroom teachers, and special education teachers replaced the typical classroom organization and overcame many negative aspect of pull-out remedial programs.

Each description includes a contact person and suggestions for educators considering such a program.

Descriptors

Educational Improvement; Educational Innovation; Educational Practices; Elementary Education; Improvement Programs; Rural Education; Rural Schools; School Districts; Small Schools; Promising Practices.

Innovative horticultural therapy programs. (no date). Gaithersburg, MD 20879:
American Horticultural Therapy Association, 9220 Wightman Road, Suite 300.

This **booklet**, describing various types of programs using horticulture as therapy, is thorough but dated material. The programs seem to reflect the late 1970's. Still, there is pertinent information.

Under the "**Outreach Programs**" heading, "**Gardening From the Heart**" is depicted as a program dedicated to helping, for instance, disadvantaged youth, the homeless, mentally and physically handicapped, and troubled and institutionalized children in various ways.

This particular program is sponsored by the **Men's Garden Club of America** and has several interesting facets. The given contact person is, or was, **Mr. Lorenz F. Petersen, Sr.**, 8606 Argyle Ave., Overland, MO 63114 (413/428-4206).

Other programs for youth are also mentioned in this booklet. They are diverse in nature and help various youth populations such as socially, mentally, and emotionally disabled persons. Costs, funding sources, target populations, sponsoring organizations, project goals, and program overviews are given.

Kirkpatrick, E. (1973, May-June). Windowsill gardens: Open the door to 4-H. Extension Service Review 44 (5-6), 8-9. (ERIC Document Reproduction Service No. ED 291 794)

Indiana's **Cooperative Extension 4-H Program** initiated a **Windowsill Garden Project** for Children in both urban and rural areas.

Descriptors

Agronomy; Extension Agents; Extension Education; Horticulture; Plant Growth; Rural Extension; Young Farmer Education; Youth Programs

Kleinfeld, J., & Shinkwin, A. (1982, September). Youth organizations as a third educational environment, particularly for minority group youth. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 240 194)

Youth organizations as educational settings were examined in a series of small-scale studies describing what happens to young people who participate in such organizations. The project, an overview of which is given in the introductory chapter of this report, was organized into three components. The initial exploratory study examined what scouting and 4-H leaders, youth members, and parents perceived as the important educational experiences and effects of youth groups. Well-run groups were found to provide such benefits as (1) increased contact with adults, (2) teaching of practical skills, (3) practice in formal leadership and organizational roles, (4) opportunities to practice community responsibility, and (5) increased family involvement in the education of adolescents.

The second study critically examined these perceived effects through an intensive, descriptive study of boys' actual experiences in two Boy Scout troops. Emphasized were (1) how families use Boy Scouts for socialization purposes and what boys gain from the experience, and (2) critical variables in troop functioning which influence the type of educational experience boys receive.

The third study examined one youth group in a rural Alaska Eskimo village. It was found that, although organizations such as scout troops and 4-H are seldom established in rural Alaska, they can be successful if they reflect local cultural patterns (as does this group). Questionnaires used in the studies are presented in appendices.

Descriptors

Alaska Natives; Case Studies; Cross Cultural Studies; Cultural Differences; Educational Benefits; Educational Environment; Parent Participation; Social Development; Socialization; Social Values; Whites; Youth Clubs.

Identifiers

4-H Clubs; Boy Scouts of America.

Krause, C. S. (1984). Enrichment through creative arts. Reston, VA.: ERIC Clearing-house on Handicapped and Gifted Children. (ERIC Document Reproduction Service No. ED 246 57)

The CREST (Creative Resources Enriching Student Talents) Project, an enrichment approach for elementary gifted, talented, and creative students, is described. The project incor-

porates an interdisciplinary approach to instruction in art and science using resources within the community.

Chapter 1 outlines the project philosophy, design, and goals for the program, teacher, and student. Identification is the focus of Chapter 2 which covers such topics as screening tests, CREST talent search, planning and placement information, and providing information to parents. (Sample project forms are included). The third chapter addresses curriculum design, with emphasis on types I, II, and III enrichment activities that are based on the Enrichment Triad Model—general exploratory activities, group training activities, and investigations of real problems. Typical elementary arts experiences are contrasted with the CREST enrichment approach. Administrative issues, including staff and consultative roles are explored in Chapter 4, which also presents a management timeline. The fifth chapter provides instructional models for dance, drama, folk music, creative writing, and calligraphy. Planning individualized programs is the subject of Chapter 6 which includes sample individual education plans and interest inventories. Chapter 7 focuses on evaluating creative behavior and offers sample rating scales in the areas of creative communication, drawing, folk music, modern dance, and poetry. A final chapter summarizes the kinds of changes in students who have participated in the CREST program.

Descriptors

Art Activities; Creative Development; Creative Writing; Creativity; Dance; Drama; Elementary Education; Enrichment; Gifted; Individualized Instruction; Learning Activities; Poetry; Program Administration; Program Development; Resource Room Programs; Talent

Leach, M. P. (1987, November). Effectiveness of a language arts tutoring program as perceived by the elementary students. (ERIC Document Reproduction Service No. ED 292 072)

In order to investigate the efficacy of a decade-long language arts tutoring program, a study was conducted. It compared students' responses to a survey of their participation in and attitudes about the program to their reading, language, math, and total scores on the Stanford Achievement Test (SAT) and other tests.

The tutoring program assigned college students, from a language arts practicum course at Mississippi State University, to work on a one-to-one basis with elementary school children from a rural black school. Analyses of the responses of the 85 subjects (Grades 7, 8, and 9) revealed significant positive correlations between: (1) The number of semesters spent in the program and scores in reading achievement; (2) Earlier times of entry into the program and higher reading and total scores; (3) Student responses that their tutors helped them do better work and scores in every achievement area; (4) Responses that the tutoring helped most with "Feeling Good About School," and reading, language, and total scores on the SAT; (5) Re-

sponses that the sixth grade was the best grade to have tutoring in and scores in research skills; and (6) Responses that the program caused students to consider attending college and spelling achievement.

Since a strong correlation existed between what the children said about the program and school achievement in years following the program, it is clear that the program provides long lasting beneficial results. A table of data and a survey form are attached.

Descriptors

Black Students; College Students; Educational Research; Elementary Education; Higher Education; Language Arts; Program Evaluation; Rural Education; Rural Youth; Student Attitudes; Student Motivation; Teacher Education; Tutorial Programs; Mississippi State University; Stanford Achievement Tests.

Lien, L. (1980, February). Summer meals for rural children. *Food Nutrition* 10 (1), 6-7.

The Summer Food Service Program for Children was created for children who, because of poverty or working parents unable to stay at home to fix meals, have no way of receiving nutritious meals during the summer. Sponsors are reimbursed for meals and snacks as well as for a certain amount to cover operating and administrating costs; rural sponsors and those preparing their own meals receive a higher reimbursement rate than sponsors contracting with food management services.

Programs operate from facilities demonstrating capability to serve wholesome meals and snacks to children in needy areas; for example, schools, churches, playgrounds, and parks are utilized. The Slash Pine Community Action Program, in southeast Georgia, is used as an example of such a summer program.

Long, P. T., & Kraus, B. E. (1985, June). *Colorado rural recreation directors project: An overview*. Boulder, CO.: University of Colorado, The Colorado Rural Recreation Director's Project (CRRDP). (ERIC Document Reproduction Service No. ED 261 841)

To meet the growing demand for recreation services in rural communities, the Colorado Rural Recreation Director's Project (CRRDP) works as a partnership between the University of Colorado in Boulder and Rural Colorado Communities.

During the summer months, each participating community (52 since the project's beginning in 1981) receives the services of a full-time recreation director (University Recreation Major), who organizes a summer program and coordinates local resources. Two community youth, eligible for the Job Training Partnership Act, are employed as full-time summer recreation leaders. This staff plans and implements recreation activities for all age and interest groups and assists in establishing support for long range recreation development.

The CCRDP has two training components. Recreation leaders receive training in service development in rural communities, supervision of youth recreation leaders, and resources available through the project. Youth leaders receive training in four areas: Pre-Employment, Work Maturity, Job-Related Basic/Academic Skills, and Job Specific Skills for conducting recreation programs.

Community support for the CRRDP includes sponsorship by an appropriate governing body, liability coverage, housing for the recreation director, adequate office facilities, a minimum of \$300 for program expenses, and approval to conduct research regarding the benefits of recreation development in rural communities. A copy of the training agenda for youth recreation leaders is appended.

Descriptors

College Students; Cooperative programs; Delivery Systems; Field Experience Programs; Job Skills; On the Job Training; Outreach Program Descriptions; Program Descriptions; Recreational Programs; Recreation Finances; Rural Areas; Rural Youth; School Community Relationship; Summer Programs; Youth Leaders; Colorado; Job Training Partnership Act 1982; University of Colorado in Boulder.

Mills, P., et al. (1988, February). Response to P.O. 99-457, titles I and II: Issues concerning families residing in rural and remote areas of the United States. (ERIC Document Reproduction Service No. ED 299 743)

This paper highlights specific issues surrounding implementation of Titles I and II of Public Law 99-457, and illuminates how federal rules and regulations and the states's positions on the law should reflect the needs of rural and remote communities.

The issues include: legislative planning and appropriations to meet the needs of rural handicapped youth; representation of both rural and urban communities on state interagency coordinating councils; parent involvement in the development of state plans and on the interagency coordinating councils; focus on family service models rather than downward extensions of elementary school models; consideration of a number of service delivery models to meet the needs of widely diverse areas; and efficient service transition process and consideration of the training needs of personnel serving preschoolers who have handicaps.

Descriptors

Compliance (Legal); Delivery Systems; Disabilities; Educational Planning; Family Programs; Federal Legislation; Federal Regulation; Financial Support; Models; Parent Participation; Planning Commissions; Preschool Education; Public Policy; Rural Education; Special Education; State Programs; Student Needs; Teacher Education; Training; Transitional Programs; Education of the Handicapped Act Amendments 1986; Interagency Coordinating Council.

Palmateer, R. (1988). Educare: Evaluation of a transition program for culturally disadvantaged and educationally handicapped youth. (ERIC Document Reproduction Service No. ED 305 791)

This executive summary describes an evaluation study of a program which provided transition services to a culturally insulated group of dropout, migrant, and bilingual youth of ethnic minority origin. Further, a significant number were adjudicated, handicapped, or possessed limited English speaking.

The project utilized experiential instructional techniques to promote the subjects' integration into "Mainstream" culture by enhancing educational, personal, social, and economic measures of health. The students received training in general education development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum, and Peer-Mentorship.

When transition program participants were administered measures of personal, social, economic, and educational "health," they were found to have significantly benefited from the transition model, compared with those receiving only standard GED instruction. The executive summary briefly reviews the study background, the research problem, research subjects and setting, methodology, findings, and summary conclusions.

Descriptors

Basic Skills; Bilingual Students; Computer Uses in Education; Cultural Differences; Daily Living Skills; Disabilities; Dropouts; Educationally Disadvantaged; Ethnic Groups; Experiential Learning; Individual Development; Intervention; Limited English Speaking; Mentors; Migrant Youth; Minority Groups; Outcomes of Education; Student Development; Transitional Programs; Vocational Education.

Program opportunities, resources, and workshops. (1988). New York, NY 10017: Boys Clubs of America, Director of Resource Development, 771 First Avenue (212/557-7755).

Their programs help youth, age six to eighteen, with afterschool, evening, and weekend programs and activities. These Clubs, Boy and Girl, work with, and through, a network of neighborhood and community organizations and agencies. They offer testing, training, and planning assistance.

Their six core program areas include cultural enrichment, health and physical education, social recreation, citizenship and leadership, personal and educational development, and outdoor and environmental education.

They also offer various materials like the (\$10.00) Youth Gardening Book, and (\$35.00) Getting Started for Outdoor & Environmental Education, an in-service/training slide-tape presentation. A southeastern address is: Southeast, 420 Fourteenth Street, N.W., Atlanta, Georgia 30318 (404/892-3317).

Ray, J. & Murty, S. A. (1989, March). Child sexual abuse prevention and treatment service delivery problems and solutions in rural areas of Washington State. (ERIC Document Reproduction Service No. ED 313 175)

This study investigates prevention and treatment programs that deal with rural child sexual abuse in the State of Washington. A survey of 61 rural service providers examined agencies, services provided, problems faced in service delivery, and innovative solutions to those problems. The study compares responses from three types of agencies: Mental Health Centers, Child Protective Services, and Sexual Assault Programs.

Over 80% of all clinicians surveyed perceived a lack of trained counselors or resources to deal with the problem of child sexual abuse. Only 48% of those providing services thought child sexual abuse victims were receiving good services. The rating of problems, by agency staffs, showed a pattern of staff shortages, lack of resources, and increasing caseloads among all three types of rural agencies. Other problems included poor interagency coordination, lack of community support, and problems stemming societal denial of sexual abuse.

Agencies pointed to successes of community education programs on sexual abuse as a means of combating denial of the problem. Coordination among existing services and agencies also appeared to be a successful approach. The report concludes that rural professionals dealing with child sexual abuse need additional resources and funding. This paper contains 32 references.

Descriptors

Child Abuse; Financial Problems; Mail Surveys; Mental Health Clinics; Personnel Needs; Psychological Services; Residential Programs; Rural Areas; Sexual Abuse; Social Services;

Youth Agencies; Child Protection; Child Protective Services; Service Delivery Assessment; Washington.

Read, K., Gardener, P., & Mahler, B. C. (1987). Early childhood programs: Human relationships and learning. NY 10017: Holt, Rinehart, and Winston, Saunders College Publishing.

This book, a good but general reference on early childhood programs, has some interesting information on play and drama. Chapter 12, "The Role of Play in Social Relationships," contains worthwhile discussions of how dramatic play aids in the young child's distinction between reality and fantasy. Chapter 18 has a worthwhile section on language as self-expression that gets into rhythmic activities and acting out feelings. The book reinforces teacher beliefs in the importance of dramatic play in early childhood.

Ricard, V. B. (1985, October). Girl Scouts: A strong ally for rural education. (ERIC Document Reproduction Service No. ED 269 214)

With much to offer rural girls as well as much to learn from them, Girl Scouting is trying to reach more girls and adults in rural areas. The challenges include farming's economic setbacks, unemployment, isolated populations, and changing rural culture.

Along with the challenges are the many resources of rural areas and the congruence between Girl Scout beliefs and principles and the outlooks of persons in rural areas. To expand rural Girl Scouting, it has been helpful to recruit and train indigenous leadership and to establish support systems to meet local needs. The variety of innovative Girl Scout models for rural areas has included establishment of Consolidated Schools Committees, Community Troop Committees, Hot Line Leaders, Neighborhood Learning Centers, and Library Resource Centers.

Alternative models focus on meeting patterns, including designs for Girl Scout Range/Farm Troops and Girl Scout Troops where the program is delivered through the mail. Programs for rural areas include those focused on health and safety, the out-of-doors, and opportunities for the rural girl within, and beyond, her local area. Girl Scouting is committed to addressing the needs of rural girls and to collaboration with related groups such as the Rural Education Association.

Descriptors

Agency Cooperation, Community Resources; Elementary Secondary Education; Females; Non-profit Organizations; Organizational Objectives; Outreach Programs; Program Content; Program

RURAL PROGRAM ABSTRACTS: GENERAL

Development; Rural Areas; Rural Education; Rural Youth; Values; Youth Clubs; Youth Opportunities; Girl Scouts of the USA; Scouting.

Runions, T. (1982). Stewardship: Training the gifted as community mentors. Programming for the Gifted Series. Reston, VA.: ERIC Clearinghouse on Handicapped and Gifted Children. (ERIC Document Reproduction Service No. ED 224 269)

The author describes the **Mentor Academy Program (MAP)**, a skill-based model for training gifted high school students, as mentors and thereby becoming leaders in processing information and networkers creating and sharing information. Chapter 1 offers historical and philosophical, gifted education, and high school perspectives to stewardship (the dual responsibility to self and others to realize potential). Five models for educating the gifted are compared: the social/survival model (activities are mostly games), the curriculum model (which emphasizes mastering the basics), enrichment (which extends the curricular model with options within and outside the school), stewardship (which involves students as leaders in the community), and Micronet (which combines stewardship with microcomputer technology).

The MAP, particularly as it was developed at Lord Elgin High School, Ontario, Canada, is described in Chapter 2. Five components of the program are discussed: orientation which focuses on assessment and on a match of students with potential programs; networkshop, designed for skill acquisition in areas useful to becoming an effective mentor, steward, and networker; mentorship, in which students apply their newly acquired networking skills to working with mentors in the community, stewardship, during which the student engages in activities of service, and micronet, involving training the students to network their resources via microcomputer programming.

A final chapter briefly addresses MAP outcomes, including: students were better able to resolve problems arising from differentiated learning situations and students were better able to meet their own learning expectations for areas of interest. Appended are a grade 9 enrichment program proposal and a description of the LESS (Learning Enrichment Service by Students) program at Lord Elgin High School).

Descriptors

Community Programs; Enrichment; Gifted; High Schools; Mentors; Microcomputers; Program Descriptions; Program Development.

Identifiers

Mentor Academy Program; Stewardship.

Sarvela, P.D., et al. (1988, February). A drug education needs assessment in a rural elementary school system: Results and curriculum recommendations. (ERIC Document Reproduction Service No. ED 296 827)

This report presents the results of a needs assessment study on comprehensive drug education conducted for a small rural K-8 school. A brief review examines the literature on drug and alcohol abuse among rural youth. Parents, teachers, and students were surveyed to assess their needs, interests, and knowledge of drug and alcohol abuse. Twenty percent of children in grades kindergarten through three, and 43% of older children, reported having tasted beer. In contrast, 13% of second grades and 19% of children in grades four through eight had tried cigarettes.

All students cited parents as the first source they would go to for information about drugs, although as students increased in age they more frequently cited other sources of information. Ninety percent of parents believed drug education should occur in the schools. Parents believed educational programs should focus on facts about drugs, their harmful effects on the body, drinking and driving, and the legal ramifications of drug use.

The report recommends a parent education program, since parents are cited most frequently as a source of information about drugs and alcohol. Recommended goals for school drug and alcohol education programs include: identification of sources of drugs; identification of people who are reliable sources of information; description of the effects of drugs on the body; and demonstration of positive, independent, decision-making skills. The report recommends that a drug education committee select curriculum materials to meet the objectives of the comprehensive drug education program.

Thirty-five references are listed, and the appendixes contain six questionnaires, a table of results, and a list of recommended curriculum materials.

Descriptors

Alcohol Education; Curriculum Design; Drinking; Drug Education; Drug Use; Elementary Education; Parent Attitudes; Questionnaires; Rural Schools.

Schools that work: Educating disadvantaged children. (1987). Washington, DC: U.S. Dept. of Education. (ERIC Document Reproduction Service No. ED 1.2: Sch 6/8)

This is a worthy resource that highlights specific educational programs, practices, and suggestions for helping various youth populations and age groups, including a concentration on disadvantaged youth. Suggestions are given which involve and stimulating education participants such as school employees, community and business persons, and parents.

RURAL PROGRAM ABSTRACTS: GENERAL

Recommendation statements are paired with representative, progressive, programs in both rural and urban settings within the program profiles. Some program titles are: "Family Math," "How Schools Can Increase Parents' Involvement," "Chambers Elementary School," "East Cleveland, Ohio," "Parents, Grandparents, and Teachers Can Set a High Standard," and "Parent Training Program, Memphis, Tennessee." A good reference section is included.

A free copy is available by writing: Schools That Work, Pueblo, Colorado 81009.

Smith, R. C., & Lincoln, C. A. (1988). America's shame. America's hope: Twelve million youth at risk. (ERIC Document Reproduction Service No. ED 301 621)

The undereducation of at-risk youth is a critical issue overlooked by The Education Reform Movement of the 1980s, as represented by the report, "A Nation at Risk." This at-risk group, whose members are predominantly economically, culturally, racially, and ethnically disadvantaged, is leaving school unprepared for further education or available work. Workers' lack of basic skills is creating an inadequate labor force for the United States to compete in a world economy. Three personal narratives are given to illustrate typical at-risk students.

The federal government funding, although much needed, has decreased its financial commitment to education. Federal support is required by the following groups: (1) Low-Income Children in Need of Preschool Education; (2) Students in Need of Remediation; (3) Children in Need of Bilingual Education; and (4) Youth in Need of Job Training.

A survey of 49 states and the District of Columbia reported efforts in the following areas: (1) Early Identification and Remediation; (2) Career Exploration and Vocational Education; (3) Dropout Prevention and School-to-Work Transition; (4) Dropout Retrieval and Second Chance Programs; and (5) Equal Funding.

The barriers to assisting at-risk youth are the following: (1) failure to perceive their needs; (2) resistance to institutional change at the state and local levels; and (3) absence of leadership at the federal level.

The appendices include the following: (1) Summaries of the Reform Efforts of 14 States; (2) A chart of the Federal Program Budget Authorization by State, 1986 and 1987; and (3) A list of State Contacts. A list of resources is also included.

Descriptors

Basic Skills; Bilingual Education Programs; Compensatory Education; Disadvantaged Youth; Dropouts; Educational Change; Elementary Secondary Education; Federal Aid; Federal Programs; High Risk Students; Low Income Groups; Minority Group Children; Outcomes of Educa-

RURAL PROGRAM ABSTRACTS: GENERAL

tion; Preschool Education; Remedial Programs; Rural Youth State Aid; State Programs; Student Needs; Urban Education; Nation At Risk.

PROGRAM NAME	An Early Intervention Program For Dropouts In Southeastern Illinois
GRADE LEVEL	3-4
DATE OPERATIONAL	8/1/88
PARTICIPATION CRITERIA	Students are selected for the program who have exhibited a trend toward school failure. Students are selected who have been retained, are failing classes, have missed ten or more days of school, or who are showing behavior problems.
AGENCIES INVOLVED	Regional Superintendent of Schools, Administrative Agency, Southeastern Illinois College, JTPA, Department of Child and Family.
FUNDING	\$90,000/year from the Illinois State Board of Education.
CONTACT	Jack Rawlinson 112 North Gum Street Harrisburg, Illinois 62946 618/253-5581
SOURCE	National Dropout Prevention Center; FOCUS Database, Ref. No. 02800.
DESCRIPTORS	Prevention, Elementary, Community Support, Counseling, Self-Esteem.
PROGRAM DESCRIPTION	Students are referred to program counselors who gather as much data as possible from school records and classroom teachers concerning the student's school failures. Home visits are made by the counselor. The parents and students are interviewed and, if supportive, an individual service plan is developed stating short and long range goals to overcome the student's problem(s). Volunteers from a variety of groups provide a tutor-mentor component. The counselor coordinates the activities in the ISP and maintains weekly contact with each student. A summative evaluation is being conducted by the University of Illinois.

PROGRAM NAME	Assuring Success For All Students
GRADE LEVEL	1-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Any student identified as at-risk through the project's identification process. Identification is based on teacher referral, substandard test scores, past academic failure, truancy, discipline referrals, and subjective evaluation. Any dropout is eligible for the reentry component.
AGENCIES INVOLVED	Anderson School District One, National Dropout Prevention Center, and S.C. State Department of Education.
FUNDING	US Department of Education grant under the School Demonstration Assistance Act, \$163,863; also Anderson School District One, Parent-Educator Partnership Grants, Drug Free School and Communities Act Funds, Business contributions, and services provided thorough formal partnerships with Anderson Independent- Mail and The Journal of Williamston.
CONTACT	Ms. Sandy Addis, Project Director Anderson School District One P.O. Box 99 Williamston, SC 29697 803/233-4414
SOURCE	US Department of Education 1988 Dropout Prevention Grant; FOCUS Database Ref. No. 011800.
DESCRIPTORS	Prevention, Early Intervention, Counseling, Parental Involvement, Public/Private Partnership.
PROGRAM DESCRIPTION	The Assuring Success Project consists of ten components. Early identification targets approximately ten percent of the student population without stigma. Additional counselors deliver intense one-on-one guidance services to at-risk students. Teacher training is continuous at all levels. Parents are offered regular training and avenues of project input. Older at-risk students are referred to school-friendly employment. At-risk students contract for reward activities which are provided by the business community. Individual tutoring is arranged for at-risk students using teacher cadets and volunteers. There is considerable community support.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	At Risk Assistance Project
GRADE LEVEL	1-5
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Students from grades 1-5 who do not meet requirements for promotion.
AGENCIES INVOLVED	Pampa Independent School District, Support from local education and social service agencies.
FUNDING	U.S. Department of Education 1988 Dropout Prevention Demonstration Grant \$148,752, Pampa School Funds \$14,528, Summer Academy Recreation Fees \$2000.
CONTACT	Ms. Sally Griffith Pampa Independent School District 321 W. Albert Pampa, TX 79065 806/665-3756
SOURCE	U.S. Department of Education 1988 Dropout Demonstration Assistance Grant; FOCUS Database, Ref. No. 09200.
DESCRIPTORS	Remedial, Early Intervention, Hispanic, Low Income, Community Support, Rural, Minorities.
PROGRAM DESCRIPTION	This comprehensive program for elementary students and their families serves to promote attendance, provide low student-to-teacher ratio, and extended instruction. Pampa Summer Academy is a six-week summer program which serves 300 students per summer. It is modeled after Plano Academy of Learning in Plano, Texas. It provides motor skills, social skills, and basic skills activities utilizing fun learning and computer-assisted instruction. Students not eligible for free lunch pay a \$20.00 recreational fee per summer. Staff includes one principal who will serve as coordinator with five classroom teachers who are specially trained, one secretary-receptionist, one computer aide, and one bus driver-reading aide. The most important staff members are: one master teacher who provides staff training and self study and self esteem building activities; and two parent community specialists who coordinate an ongoing program of parent and community involvement. They develop parent and volunteer participation and link parents to appropriate social services and adult education programs.

PROGRAM NAME	Blast Off!
GRADE LEVEL	2-4
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Students in grades 2-4 are evaluated by teachers and are identified by performance in the following areas: achievement test scores, grades, attendance, and behavior. Written commitment from parents for participation required.
AGENCIES INVOLVED	Wamy Community Action, Inc. and Appalachian State University.
FUNDING	\$87,332 from 1988 Department of Education Dropout Prevention Demonstration Grants.
CONTACT	Ms. Carole R. Coates, Project Director Blast Off, Wamy Community Action, Inc. P.O. Box 552 Boon, NC 28607 704/264-2421
SOURCE	This project was chosen by the US Department of Education 1988 Dropout Prevention Demonstration Program; FOCUS Database, Ref. No. 0400.
DESCRIPTORS	Prevention, Rural, Parental Involvement, Community Agency.
PROGRAM DESCRIPTION	Intervention techniques such as tutoring, socialization skills, and cultural activities will be used with these elementary school children. The project focuses on positive reinforcement and individual needs. Parental training and involvement are integral parts of the program. Trained agency staff and volunteers work with the students during the school year. In addition, a two-week summer enrichment component will help students maintain skills. Evaluation is not yet available, but it will be based on a longitudinal study comparing pre and post performance of students on the program and a control group.

PROGRAM NAME	Computer-Assisted Instructional Program
GRADE LEVEL	K-Adult
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	Participants selected from remediation, English basic skills, fundamental math, reading, gifted, special education and adult classes.
AGENCIES INVOLVED	School District of Escambia County, Private Industry Council Vocational Education, Adult Education.
FUNDING	Performance-based contracts from Department of Education Job Training and Partnership Act (JTPA) 123 Funds, Summer Youth Employment, Adult Education and Chapter 2 Funds, Educational Consolidation Improvement Act, and Vocational Education.
CONTACT	Dr. John DeWitt, Director of Research and Grants School District of Escambia County 30 East Texar Drive Pensacola, FL 32503 904/432-6121
SOURCE	The National Center for Research in Vocational Education of the Ohio State University; FOCUS Database Ref. No. 012500.
DESCRIPTORS	Prevention, Community Support, Adjudicated Youth, Rural, Hispanic, Public/Private Partnership.
PROGRAM DESCRIPTION	The purposes of this individualized, K-12 comprehensive, program of computer-assisted instruction are to provide a wide variety of alternative curriculum choices. The various approaches that include skill and practice, problem solving, tutoring, homework assignments, and staff development. It focuses on at-risk, economically disadvantaged, special education, and gifted students as well as those using English as a second language and adults. Utilizing this Computer Curriculum System (CCC), students are provided with over 3500 hours of daily computer-assisted instruction which includes all academic subjects, skills to survive in the world of work, computer science, logic, thinking, and the basis for the enhancement of self-esteem. The systems are housed in several different locations including high schools, adult education, vocational/technical centers, and detention center. The program is administered and proctored by the District and Private Industry Council; facilitated by Computer Specialist. 1573 participants receiving 33,001 hours of CAI had an average gain in reading of .53; and math of .72.

PROGRAM NAME	Extended School Day Program
GRADE LEVEL	9-12
DATE OPERATIONAL	1975
PARTICIPATION CRITERIA	At-risk youth and dropouts, ages 16-21, who need alternative educational opportunities, students who have been suspended, working youth.
AGENCIES INVOLVED	McDowell County Schools, Local Businesses and Industries.
FUNDING	Local Funds, State Funds.
CONTACT	Dean Gouge, Dropout Prevention Coordinator McDowell County Schools P.O. Box 130 Marion, NC 28752 704/724-9505
SOURCE	National Dropout Prevention Center; FOCUS Database Ref. No. 031500.
DESCRIPTORS	Job Skills, Low Income, Recovery, Self-Esteem, Secondary Counseling, Public/Private Partnership, Small Groups.
PROGRAM DESCRIPTION	The Extended School Day Program, part of the comprehensive dropout prevention program of McDowell County School, provides students with alternative means of completing requirements for high school graduation. There is an open enrollment policy throughout the school year. Classes are scheduled in late afternoon and evening to accommodate the working student. The program emphasizes individualized instruction with a low teacher-student ratio. Vocational course offerings are available which emphasize job preparation skills. Assistance is provided in job placement, and credits can be earned from successful employment. Participation in extracurricular activities is encouraged. Students have access to courses at a nearby community college. Regular school day students are also assisted at the Extended Day Program, and a summer school program is now available. Staff includes an extended day coordinator, job placement counselor, student assessment counselor, and sufficient instructional staff. Summative evaluation available.

PROGRAM NAME	Gaston County Schools Dropout Prevention Programs
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Varies by program.
AGENCIES INVOLVED	Gaston County Schools, Gaston Literacy Council, Children's Council, Horizon Youth Services, Adolescent Health Council
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant \$382,928.
CONTACT	Ms. Sheri Little, Dropout Prevention Coordinator Instructional Services Center 219 N. Morris Street Gastonia, NC 28052 704/866-6210
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Assistance Grant; FOCUS Database Ref. No. 03000.
DESCRIPTORS	Comprehensive, Public/Private Partnership.
PROGRAM DESCRIPTION	Gaston County Schools of 30,000 students and 54 schools maintains a dropout prevention program assisted by an Elementary Detection Panel which aids teachers in identifying high risk students. Each school has a dropout prevention team. The programs themselves begin with a Multi-Sensory Intervention Program for kindergarten children. A Parent Tutoring Program, for educating adults who are parents of at-risk elementary students, is a unique approach. A Math and Communication Project (MAC) uses computer tests to assist skill development. Junior high students benefit from the Nontraditional Job Opportunities Program. The Reentry Program is designed to assist those students who have dropped out already. Seventh (7th) and ninth (9th) graders in the Stay in School (SIS) Program participate in peer group counseling. Students who are also parents can work with the Adolescent Parenting Program (APP). Evaluation is not yet available.

PROGRAM NAME	Grayson County Positive Education Program (PEP)
GRADE LEVEL	1-6
DATE OPERATIONAL	1989
PARTICIPATION CRITERIA	Rural elementary at-risk students are identified and referred for early intervention.
AGENCIES INVOLVED	Grayson County PEP Cooperative, Local Education Agencies and Organizations, Austin College, Apple Corporation.
FUNDING	\$128,530 US Department of Education 1988 Dropout Prevention Demonstration Grant.
CONTACT	Ms. Carol Thorne, Project Director Grayson County Positive Education Program P.O. Box 555 Pottsboro, TX 75076 214/786-3051
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database Ref. No. 02730.
DESCRIPTORS	Prevention, Public/Private Partnership, Community Support, Parental Involvement, Mentor.
PROGRAM DESCRIPTION	The Grayson County Positive Education Program has a three-fold purpose which includes: 1) In-service teaching and tutor training for staff on teaming, computer management and computer assisted instruction, proven instructional methods, and educational strategies; 2) identification, referral, and early intervention process for students at-risk; 3) to develop a video presentation concerning computer applications in the classroom and proven instructional strategies that will be used for orientation. The program emphasizes child-centered learning, computer technology, counseling, cooperation and community concern. The PEP program is a collaborative effort between 6 local education associations (LEA'S): Apple Corporation which provides computer technology incentives; Austin College which provides instructional tutors for emotional and academic support; and local community organizations. Parent conferences and seminars provide effective parenting skills, self-esteem and home-study skills. Community involvement is based on the mentoring concept. Evaluation not yet available.

PROGRAM NAME	John de la Howe School
GRADE LEVEL	1-12
DATE OPERATIONAL	1797
PARTICIPATION CRITERIA	Referrals are made by courts, Department of Youth Services, Schools with parents' permission, and parents.
AGENCIES INVOLVED	John de la Howe School is and independent State agency.
FUNDING	State appropriation; Duke Endowment Grant.
CONTACT	Mr. J. T. McGrath, III, Principal John de la Howe School Route 1, Highway 81 McCormick, SC 29835 803-391-2131
SOURCE	South Carolina Directory of Contacts and Programs in Dropout Prevention, FOCUS Database Ref. No. 01800.
DESCRIPTORS	Recovery, Small Groups, Junior High, Elementary, Self-Esteem, Public/Private Partnership, Adjudicated Youth.
PROGRAM DESCRIPTION	The purposes of this alternative school are to help students learn responsibility and to enhance their confidence. John de la Howe School is a residential program for troubled and at-risk youth aged 6-18. There are 12 cottages with 12 students in each cottage or group and a wilderness group that started in January of 1988. Upon referral, the achievement test scores of the student are evaluated and counselors, teacher, and the Director of Education decide on academic placement. For grades 1-10 classes are held on campus. Grades 1-3 are grouped together, grades 4-5 are combined, grade 6 is a single unit, and grades 7-10 are combined in five classes. There is a regular teacher for each grouping. A special education class is provided for grades 1-10. Classes are small and individualized instruction is utilized. The Therapeutic Wilderness Program is based on the Loughmiller Model. In the wilderness camp, students live in camps they construct. Students as a group make up their own menu and cook for themselves twice a week. Classroom instruction is conducted in the camp. Students experience success, learn cooperation and social skills. Grades 11-12 attend McCormick High School Special Education or regular class groupings. The school is built upon a Personal Responsibility Program. Discipline is dealt with by a Rules/Reason Consequences Model.

PROGRAM NAME	Hattiesburg Public Schools Dropout Prevention Program
GRADE LEVEL	K-12
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-Risk Youth as indicated in specific program descriptions.
AGENCIES INVOLVED	Hattiesburg Public Schools; Mississippi State Department of Education; Community Civic, Legal and Public Service Agencies.
FUNDING	\$359,437 US Department of Education 1988 Dropout Prevention Demonstration Grant, Local, State, Chapter 1, Special Education, Vocational, JTPA Funds.
CONTACT	Ms. Ernest Palmer, Coordinator for Dropout Prevention Hattiesburg Public Schools P.O. Box 1569 Hattiesburg, MI 39401 601/583-3448 Ext. 67
SOURCE	This program is a recipient of a 1988 US Department of Education Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 028400.
DESCRIPTORS	Comprehensive.
PROGRAM DESCRIPTION	The Hattiesburg Public School Dropout Prevention Program is a comprehensive program whose purpose is to provide a vast array of dropout prevention services for at-risk youth, beginning in kindergarten. Strategies include: effective identification, screening and tracing for early identification; and built-in components for reclaiming. Programs involve: counseling, extended day, extended year, suspension alternatives; computer-assisted instruction, learning labs, basic skills remediation, and individualized instruction; summer classes and work experience; and mentoring and teen parent outreach. Search the FOCUS Database for details about particular programs found under program names as follows: Learning Lab; Summer Remediation Classes; Temporary Intervention Program (TIP); Student Trace; Extended Day Mobile Computer Lab; Early Prevention; Outreach-Finders Keepers; Suspension Accountability Class; SAC; Pregnant Teens-Teen Parents; and Extended Year.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	McDowell County Dropout Prevention Program
GRADE LEVEL	K-12
DATE OPERATIONAL	1975
PARTICIPATION CRITERIA	McDowell County At-Risk Youth With Developmental, Academic or Juvenile Court Problems.
AGENCIES INVOLVED	McDowell County Schools, Local Businesses and Industries.
FUNDING	Local funds, State funds, Federal grant from Appalachian Regional Commission JTPA.
CONTACT	Mr. Dean Gouge, Dropout Prevention Coordinator McDowell County Schools P.O. Box 130 Marion, NC 28752 704/724-9505
SOURCE	National Dropout Prevention Center; FOCUS Database, Ref. No. 031400.
DESCRIPTORS	Comprehensive, Community Support, Public-Private Partnership.
PROGRAM DESCRIPTION	The goals for dropout prevention in the elementary grades focus on early identification and the development of strategies to meet the individual needs of the high risk student. In grades 7-9, the emphasis is on the follow up of students identified as high risk potential dropouts, being sensitive to behavior changes or academic deficiencies. In the high school, special emphasis is given to providing alternatives for academic success, job skills, vocational training, and personal and social development within the school community. The McDowell County Dropout Prevention Task Force has brought about a collaborative effort between the business/industry community and the local schools involving supervisory training, student incentives, and binding agreements. Programs include: the Mobile Classroom for High-Risk Children for Preschool Age; Project Rise for K-12 At-Risk Students; The Extended School Day Program for High School Age; and A Dropout Recovery Program, a collaborative effort.

PROGRAM NAME	McDowell County Dropout Recovery Program
GRADE LEVEL	7-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students who have dropped out of the public school system, ages 16-21.
AGENCIES INVOLVED	McDowell County Schools, Local Businesses and Industries.
FUNDING	Local Funds, State Funds, Federal Grant from Appalachian Regional Commission.
CONTACT	Dean Gogue, Dropout Prevention Coordinator McDowell County Schools P.O. Box 130 Marion, NC 28752 704/724-9505
SOURCE	National Dropout Prevention Center, FOCUS Database Ref. No. 031300.
DESCRIPTORS	Recovery, Job Skills, Self-Esteem, Counseling, Community Support, Public/Private Partnership.
PROGRAM DESCRIPTION	The Dropout Recovery Program is part of the comprehensive dropout prevention program of McDowell County Schools. Its purposes are to identify dropouts and illiterates, to enroll them in alternative educational programs, and to enhance the employment opportunities of these individuals. One full-time recruiter/counselor and one full-time secretary research junior and senior high school records to identify students who have dropped out of school during the last five years. Then an attempt is made to locate and re-enroll these young people in a program of study leading to successful completion of high school or a GED. The technical colleges and the schools work together to ensure students are identified and provided individualized educational opportunities through an extended day program or the technical colleges. Business and industry provide job training for the students enrolled enhancing their career opportunities. Evaluation not yet available.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	Outreach-Finders Keepers
GRADE LEVEL	K-12
DATE OPERATIONAL	8/88
PARTICIPATION CRITERIA	Dropouts, Truants; Students With Five or More Consecutive Absences; Youth Court, Counselor, and Other Agency Referrals; Students Suspended; Those With Severe Behavioral Problems; and Pregnant Teens.
AGENCIES INVOLVED	Hattiesburg Public Schools, Forrest County Youth Court, and all community agencies.
FUNDING	A portion of the \$359,437 from US Department of Education 1988 Dropout Prevention Demonstration Grant for Hattiesburg Public Schools; and State of Mississippi Funds.
CONTACT	Mr. Carl King Hattiesburg Public Schools P.O. Box 1569 Hattiesburg, MI 39401 601/583-3448 Ext. 67
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 028800.
DESCRIPTORS	Recovery, Truancy, Community Support, Adjudicated Youth, Teenage Pregnancy.
PROGRAM DESCRIPTION	This Outreach Program, "Finders Keepers" is part of the Hattiesburg Public School's Comprehensive Dropout Prevention Program. The purposes are to monitor the daily attendance of students at all grade levels and to identify and recruit students who have dropped out. Strategies for implementation include: Personal and Family Counseling; Case Management with Modification of Student's Schedule; Transportation Arrangements; and Appropriate Agency Referrals and Assistance. Dropouts are encouraged to re-enroll in school or alternative educational programs with on-going counseling and complete parental involvement. Law Enforcement, Welfare Agencies, and other community agencies help to develop appropriate interventions, attendance management, and discipline.

PROGRAM NAME	PALS (Provides Adult Loving Support)
GRADE LEVEL	K-3
DATE OPERATIONAL	9/87
PARTICIPATION CRITERIA	At-Risk students identified by each homeroom teacher on basis of high absenteeism, low achievement, and family problems.
AGENCIES INVOLVED	West Oxford Elementary School, Granville County Schools.
CONTACT	Mr. Andrew Phillips West Oxford Elementary School Rt. 6, Box 26 Oxford, NC 27565 919/693-9161
SOURCE	North Carolina Department of Public Instruction; FOCUS Database, Ref. No. 011300.
DESCRIPTORS	Prevention, Early Intervention, Mentors, Rural, Community Support.
PROGRAM DESCRIPTION	PALS is part of the Comprehensive Dropout Prevention Program of Granville County Schools. This program was designed to provide a support system for high-risk elementary school children. Adults are assigned to six to eight children with whom they will have contact on a personal basis during the school year—at least on a weekly basis and sometimes daily. The adults who participate are teachers, teacher assistants, and community volunteers. Students are paired with these adults by the counselor. No formal evaluation is presently available.

PROGRAM NAME	Parent Involvement-Tuscaloosa County Schools
GRADE LEVEL	K-12
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Parents of At-Risk Students.
AGENCIES INVOLVED	Tuscaloosa County School System.
FUNDING	Part of the \$179,355 US Department of Education 1988 Dropout Prevention Demonstration Grant and \$40,000 In Kind Contributions.
CONTACT	Ms. Linda Johnson, Dropout Prevention Director Tuscaloosa County Schools Central Office 2314 9th Street Tuscaloosa, AL 35403 205/758-0411
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 026000.
DESCRIPTORS	Prevention, Self Esteem, Parental Involvement, Community Support.
PROGRAM DESCRIPTION	The Parent Involvement Program is part of the comprehensive Dropout Prevention Program of Tuscaloosa County Schools. The purposes are to help parents understand the attributes and characteristics of at-risk youth, to help parents develop skills needed to help their children at home, and to help parents form partnerships with teachers and school officials and ascertain relevant information. The education specialists, school counselors, and various community representatives meet with the parents for a minimum of three hours each month at locations convenient for parents. Parents unable to attend are served at their homes. Parents are taught parenting skills they can use to prevent their children from dropping out of school as well as how they can work with their children's teachers. The staff also teaches parents how to obtain the help of influential persons, such as the superintendent, principals, coaches, and community leaders, in motivating at-risk students. Staff includes five specialists and counselors.

PROGRAM NAME	Peer Facilitating And Helping Groups-Tuscaloosa County Schools
GRADE LEVEL	4-12
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Students identified as being at-risk will work with groups of students made up of both at-risk and not at-risk.
AGENCIES INVOLVED	Tuscaloosa County School System.
FUNDING	Part of the \$179,355 US Department of Education 1988 Dropout Prevention Demonstration Grant and \$40,000 In-Kind Contributions.
CONTACT	Mrs. Linda Johnson, Dropout Prevention Director Tuscaloosa County Schools Central Office 2314 9th Street Tuscaloosa, AL 35403 205/758-0411
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 026300.
DESCRIPTORS	Prevention, Peer Group Counseling, Elementary, Secondary.
PROGRAM DESCRIPTION	This program is part of the Comprehensive Dropout Prevention Program of Tuscaloosa County Schools. These at-risk students chosen to be facilitators and helpers will work with peer groups with the objective of reversing the "at-riskness" of the at-risk students. The staff will involve the facilitator and helpers in intense training sessions that will prepare them to appropriately and relevantly serve in these roles. The at-risk students will: 1) offer direct service to other youth; 2) learn to "attend to" what group members are saying; 3) learn to listen, reflect, question, probe with discretion and be a friend; 4) acquire skills in values clarification, problem solving, and decision making which they can share with their group; 5) learn to be referrals to community agencies, businesses, etc.; and 6) learn the meaning of "confidentiality," a basis on which to be trusted. Each peer group session will be supervised by an adult who serves as a role model. Other staff includes the five project specialists and guidance counselors.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	Phoenix Curriculum For Students
GRADE LEVEL	6-8 and 9-12
DATE OPERATIONAL	1987
PARTICIPATION CRITERIA	Public, private and alternative schools as well as other youth programs and organizations (United States and Canada).
AGENCIES INVOLVED	Phoenix Educational Foundation.
FUNDING	The Phoenix Educational Foundation is a non-profit organization funded through private donations and minimal fees charged for educational materials.
CONTACT	Dr. Bettie B. Youngs, Executive Director, Catherine Baldwin, Associate Director, Phoenix Educational Foundation 462 Stevens Ave., Suite 202 Solana Beach, CA 92075 619/481-2977 or 800/ 542-4252 Outside California
SOURCE	Educational Leadership; FOCUS Database, Ref. No. 015400.
DESCRIPTORS	Prevention, Secondary, Curriculum, Middle School, High School, Junior High.
PROGRAM DESCRIPTION	The Phoenix Self-Esteem curriculum is a motivational program designed to enhance self-esteem in young people and to help them develop effective life skills. This curriculum motivates young people to participate in shaping the direction of their lives. The Phoenix Self-Esteem Program has proven effective in reducing the risk of dropping out, pregnancy, drug and alcohol abuse, running away and suicide in young people. The program is produced by the Phoenix Educational Foundation, a nonprofit educational organization, and was designed by a team of respected educators, administrators and curriculum specialists with the help of parents and students. The pilot program was field tested with students in the United States and Canada. The 6th-8th grade program consists of ten 10-minute modules, and the 9th-12th grade program has twenty 15-minute modules. A comprehensive workbook, instructor's manual, and pre and post assessments complement this video-based program. Schools in 31 states are currently using the program. Reviews from schools and research institutions have been conducted. One of the most highly publicized is the University of Alberta's study, concluding, "Youth who have participated in the Phoenix Curriculum show significant gains in raising self-esteem, clarifying values, increasing self-responsibility, and decreasing delinquency and dropout and other problems caused by low self-esteem."

PROGRAM NAME	Project Advantage-Elementary Program
GRADE LEVEL	K-5
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	All district at-risk elementary students.
AGENCIES INVOLVED	Cushing Public Schools, Local Community Organizations and Businesses.
FUNDING	A portion of the \$185,092 from the US Department of Education 1988 Dropout Prevention Demonstration Grant used for Cushing Public School's Project Advantage.
CONTACT	Ms. Sylvia Olesen, Director Project Advantage 123 East Broadway Cushing, OK 74023 918/225-1882
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database Ref. No. 25600.
DESCRIPTORS	Prevention, Rural, Early Intervention, Mentors, Volunteers.
PROGRAM DESCRIPTION	The Elementary (K-5) component is part of the Cushing Public School's comprehensive dropout prevention program, Project Advantage. The purposes are to monitor achievement and attendance, to provide intensive academic intervention before failure occurs, and to reduce the number of discouraged learners. Counseling and home visits, a Career Awareness Program (Project Cap), a Drug Abuse Prevention Program, after school and summer tutoring program using manipulative materials, and Celebrity Reading are all elements of the elementary program. Learning packets with study skills and self esteem building activities are major aspects. Positive role models are matched to students according to their needs. Community organizations and business leaders serve as role models and tutors, providing community support and public-private partnership. The staff includes a Project Coordinator, Project Director, Materials Developer, Alternative Classroom Teacher, and Elementary School Counselor. Local community agencies and businesses serve as facilitators. Progress is assessed monthly. Quarterly progress evaluations are completed by the Project Director and reviewed by the Advisory Council.

PROGRAM NAME	Project Inservice
GRADE LEVEL	K-8
DATE OPERATIONAL	9/87
PARTICIPATION CRITERIA	Teachers in any of the K-8 grades or School Administrators.
AGENCIES INVOLVED	Granville County Schools.
FUNDING	\$4000 Grant from National Diffusion Network Grant through the NC Department of Public Education.
CONTACT	Dr. Catherine Church Granville County Schools Box 927 Oxford, NC 27565 919/693-4613
SOURCE	North Carolina Department of Public Instruction; FOCUS Database, Ref. No. 011200.
DESCRIPTORS	Staff Development, Self Esteem.
PROGRAM DESCRIPTION	Project Inservice is part of the Comprehensive Dropout Prevention Program of Granville County Schools. This program replicates Project Inservice of the Bethalto Community Unit No. 8 Schools, 322 E. Central Street, Bethalto, IL 62010, contact John Zirger. This training program for teachers, designed to increase students' positive self images, includes techniques to improve classroom management and communication skills. A validated program from the National Diffusion Network.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	Tech Prep (Preparation For Technologies)
GRADE LEVEL	9-12
DATE OPERATIONAL	1987
PARTICIPATION CRITERIA	High school students enrolled in general education (the "neglected majority") and vocational education curricula.
AGENCIES INVOLVED	Tri-County Technical College, PACE Coordinating Board.
FUNDING	US Department of Education/Fund for the Improvement of Postsecondary Education (FIPSE) 10/87-9/90; Carl Perkins Sex Equity Mini Grant (SC Office of Vocational Education); Tri-County Technical College; and area school districts.
CONTACT	Mrs. Diana M. Walter, PACE Executive Director Tri-County Technical College P.O. Box 587 Pendleton, SC 29670 803/646-8361, ext. 2378
SOURCE	South Carolina Directory of Contacts and Programs in Dropout Prevention; FOCUS Database Ref. No. 012000.
DESCRIPTORS	Prevention, Public/Private Partnership, Vocational Education, Job Training, Secondary, Counseling.
PROGRAM DESCRIPTION	Tech Prep's goals are to motivate students to stay in school and continue their education, to better prepare students for entry into occupational degree programs at two-year colleges, to help students understand opportunities and requirements for mid-level technology careers, and to provide academic and vocational training for entry into the workforce. High school curriculum work in Tech Prep concentrates on: incorporating applications from 4 career cluster areas into general-level math, English and science courses; providing emphasis on mid-level career understanding as part of the academic program; blending academic and vocational studies; promoting the importance of completing high school; developing mastery in basic skills; eliminating gaps in competency to reduce the need for remediation at the postsecondary level; and providing opportunities for qualified students to earn Tri-County Technical College credit based on demonstrated vocational competencies. Postsecondary program components include the development of advanced technology certificates for associate degree completers. Overall leadership for program development is provided by The Partnership for Academic and Career Education (PACE). Staff includes a full-time director and curriculum developer, a half-time counselor liaison, and a full-time administrative assistant. A formal evaluation will be conducted using baseline data which are being collected at this time.

PROGRAM NAME	TRI STAR (Middle School Component)
GRADE LEVEL	6-8
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Participants in the program are rural, economically disadvantaged at risk middle school students.
AGENCIES INVOLVED	Wattsburg Area School District
FUNDING	Share a portion of the \$116,520 from U.S. Department of Education 1988 Dropout Prevention Demonstration Grant with Elementary Component.
CONTACT	Dr. Vern Hurlburt, Superintendent Box 219 Wattsburg, PA 16442 814/739-2291
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database Ref. No. 016600.
DESCRIPTORS	Prevention, Junior High, Low Income, Self Esteem, Individualized Instruction, Public/Private Partnership.
PROGRAM DESCRIPTION	This Middle School Component is part of the Wattsburg Area School District comprehensive program, TRI STAR (Triumph For Students At Risk). The purposes are to provide academic support, career and work awareness, enhancement of self esteem, and staff development. It utilizes the Tri Star Center housed at the high school. The microcomputers provide individualized, computer assisted remedial and basic skills instruction. This also enables students to accelerate by making up courses previously failed. Teacher aides provide assistance with hardware and courseware. In the After School Classes students receive individualized computer assisted instruction in English, math, social studies, science, life skills, and career and work awareness. Students are given incentives to attend these classes. The goal of this component is to become affiliated with Cities in schools. Staff development programs for middle school teachers and aides enhance understanding and tolerance. The Coordinator is readily available for academic support and counseling. The teacher aides provide ongoing academic assistance. All students undergo extensive testing to provide baseline data for program evaluation.

PROGRAM NAME	TRI STAR (Elementary Component)
GRADE LEVEL	K-5
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Participants are rural elementary at risk, economically disadvantaged youth.
AGENCIES INVOLVED	Wattsburg Area School District, Parents as Teachers National Center.
FUNDING	Portions of the \$116,520 from US Department of Education 1988 Dropout Prevention Demonstration Grant shared with the Middle School Component.
CONTACT	Dr. Vern Hurlburt, Superintendent Box 219 Wattsburg, PA 16442 814-739-2291
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database Ref. No. 016900.
DESCRIPTORS	Prevention, Early Intervention, Rural, Self Esteem, Low Income, Parental Involvement.
PROGRAM DESCRIPTION	This Elementary Component is part of the Wattsburg Area School District comprehensive program TRI STAR (Triumph For Students At Risk). The purposes are to provide academic support, career and work awareness, enhancement of self esteem, parental training for more parental involvement, and staff development. The strategies for implementation involve early intervention with educational stimulation for preschool students by accelerating the basic skills education of students. These students are provided educational opportunities to catch up with their classmates by the end of fifth grade. This is accomplished with small classes using the best teachers and involving the parents. The Home and School Visitor conducts groups meetings with parents of like-aged students to maximize the children's overall development. A Parent As Teachers Program is developed with Home School Visitor providing information about stages of child development. Training is provided to allow parents to actually teach children at home and become parent-educators. The Home and School Visitor is trained by the Parents As Teachers National Center in St. Louis. Other facilitators include the Coordinator, parents, teachers, and teachers aides. All students undergo extensive testing to provide baseline data for program evaluation.

FOCUS DATABASE: RURAL PROGRAM PROFILES

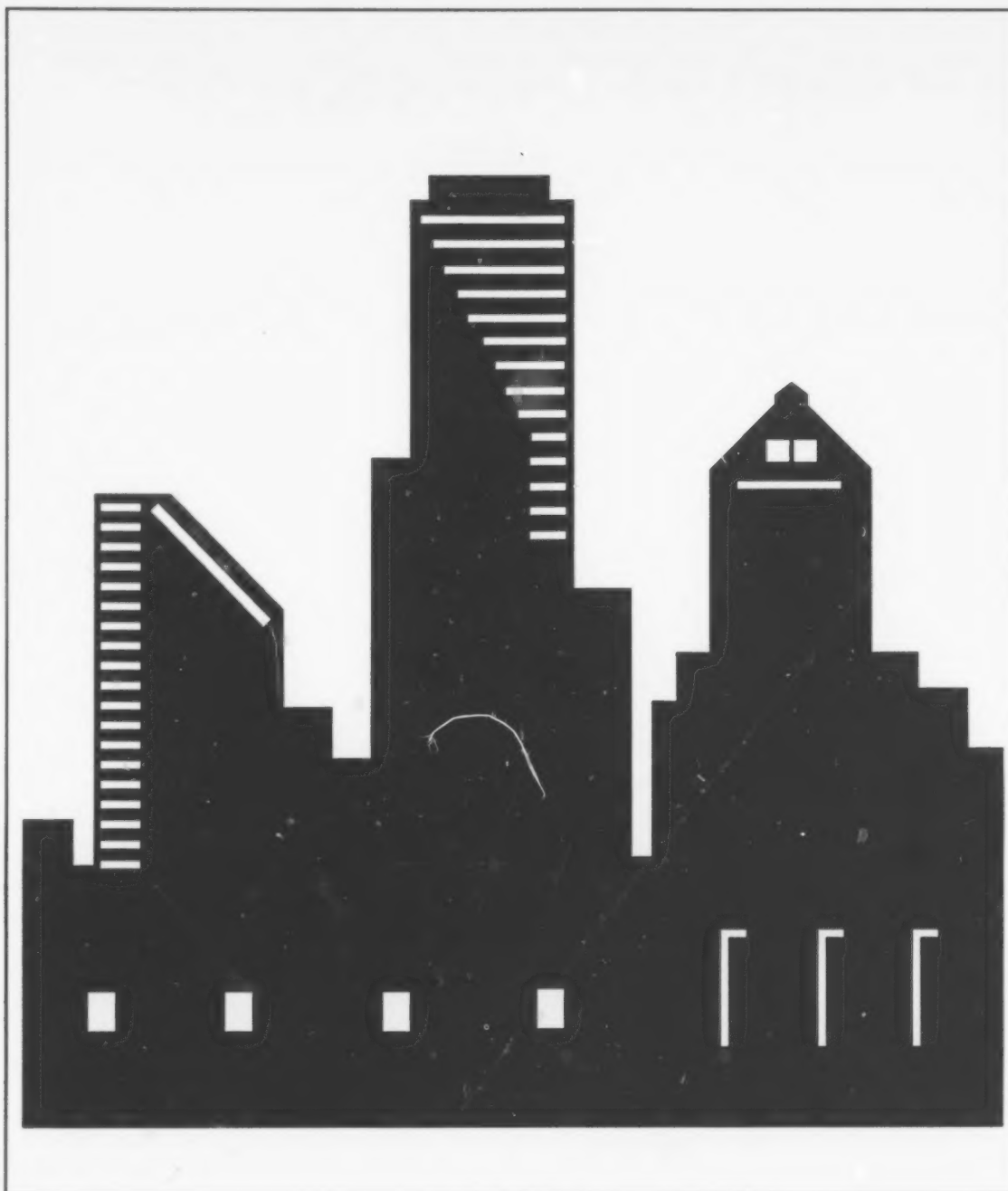
PROGRAM NAME	West Valley Rural School Dropout Demonstration Project
GRADE LEVEL	K-12
DATE OPERATIONAL	9/86
PARTICIPATION CRITERIA	At-Risk youth from dysfunctional families lacking basic social skills, in financially depressed rural areas from Willamina Rural Public Schools and Grand Ronde Indian Reservation.
AGENCIES INVOLVED	West Valley Academy, Inc.; Willamina Public Schools; Grand Ronde Indian Tribe; Northwest Regional Laboratory.
FUNDING	\$279,359 US Department of Education 1988 Dropout Prevention Demonstration Grant; \$74,250 State and Local Funds; \$8,000 In Kind Contributions.
CONTACT	Jan Davidson, West Valley School Program P.O. Box 127 Sheridan, OR 97378 503/843-4123
SOURCE	This program was recipient of a 1988 US Department of Education Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 027800.
DESCRIPTORS	Remedial, Low Income, Parental Involvement, Peer Tutor, Job Skills, Community Support, Self-Esteem, Life Skills.
PROGRAM DESCRIPTION	The goal of the Alternative School Programs at West Valley Academy is to cure dysfunction in the natural family by providing the at-risk child with a strong, loving, organized, extended family within a school context. This element is backed up by a highly skilled education and therapeutic team which is relatively invisible to the youth served. The parental/teaching role is provided by a 15 person staff for both the alternative program and the West Valley Academy (made up of gifted, unusual, and promising students). Staff are all selected on the primary criterion of proven ability at parenting. Peer group assistance is an example of the benefits of the special relationship between the academy and the alternative school program. Counseling is often accomplished during extracurricular activities such as dishwashing, meal preparation, and farm activities (animals and gardens). Staff have an open door policy and they try to include the child's family in activities and refer them to necessary services. A job training program is provided and is integrated into the academic curriculum. The needs of school-age parents and pregnant teenagers are also addressed with every effort made to keep teen mothers off welfare. The program is designed for intervention, diversion, remediation, and eventual mainstreaming of these children. The ongoing evaluation is being conducted by the Northwest Regional Educational Laboratory.

PROGRAM NAME	Writing To Read
GRADE LEVEL	K-1
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	550 students in 4 elementary schools where one third or more of their students are performing in the lowest quartile of achievement on the Stanford Achievement Test.
AGENCIES INVOLVED	Selma City Schools.
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant \$100,000 of \$351,252 awarded.
CONTACT	Miss Jacqueline Walker 300 Washington Street P.O. Box F Selma, AL 36702-0318 205/874-1600
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database; Ref. No. 010400.
DESCRIPTORS	Remedial, Basic Skills, Early Intervention.
PROGRAM DESCRIPTION	This is a part of the comprehensive dropout prevention program by Selma City Schools, Surfacing Talents of At-Risk Students (STARS). This program was developed by IBM Corporation using computer assisted instruction for teaching reading and writing on IBM-PC's. The program has proven to be successful in Dolthan, Alabama, and Savannah, Georgia. Pre and post reading tests will be administered to students with expectations of their performing at or above grade level in vocabulary and reading as a result of participation. The program is administered and monitored by the Project Director. No evaluation available.

FOCUS DATABASE: RURAL PROGRAM PROFILES

PROGRAM NAME	Youth Services Team (Sandy/Estacada Area)
GRADE LEVEL	K-12
DATE OPERATIONAL	1985
PARTICIPATION CRITERIA	Elementary through high school students between the ages of 6-18 and their families are served. Students must be troubled or at-risk. The students and families are referred by schools, juvenile court, children's service, police, and others.
AGENCIES INVOLVED	Parrott Creek Family Services, State Children's Services, Juvenile Court System, and others.
FUNDING	There is no annual budget, as all services and time are donated by agencies and individuals. The coordinator receives an annual salary of \$3,500.
CONTACT	Mrs. Linda Bradshaw, Coordinator Youth Services Team P.O. Box 3, Flavia Hall Marylhurst, OR 97036 503-635-3671
SOURCE	Oregon Department of Education; FOCUS Database, Ref. No. 08300.
DESCRIPTORS	Prevention, Recovery, Counseling, Community Agency, Junior High Middle School, Adjudicated Youth.
PROGRAM DESCRIPTION	The program's goals are to provide intervention and prevention of the following type of problems: potential dropouts, criminal offenders, run-aways, sex abusers, teen parents, physical abuse victims, and those with mental illness, family difficulties, and employment needs for youth. Participating agencies hold meetings to develop individual treatment programs for each student and family. The youth services team may handle the problems themselves, or refer the family to other agencies. The youth services team meets every week with a representative from each of the following community agencies to discuss cases: Parrott Creek Family Services, Children's Services, Juvenile Court System, Boys and Girls Aid Society, Residential Services, Public Schools, Sheriff's Office, and Mental Health Agency. Service Providers keep the team updated throughout the treatment program. This case management program serves approximately 50-100 students annually. There is wide community support as the staff includes volunteers from a variety of private and public agencies and programs. No evaluation is presently available.

URBAN PROGRAMS





URBAN PROGRAMS: GENERAL

"CityKids" is a New York City based youth program. The CityKids Foundation, 57 Leonard Street, NY, NY 10013 (212/925-3320), empowers young people while ensuring that they are heard "in the most powerful arenas possible." As stated in their information packet,

The Foundation is built on a simple but powerful premise: if you bring young people together from different racial, ethnic, cultural and socio-economic backgrounds, and challenge them with impactful and exciting questions, they will respond with energy, imagination and deep commitment. At the heart of the CityKids philosophy is the concept of "Safe Space." Safe Space describes an environment in which kids feel safe enough to express their thoughts, concerns, feelings and dreams. This is the first step in enabling young people to begin exploring themselves and their future goals.

Through a wide range of arts education and leadership training programs, CityKids provides young people with the skills, experience and opportunities that enable them to articulate their thoughts and feelings on every issue that affects their lives, including: education drugs, literacy, AIDS, suicide, violence, employment, homelessness, crime and success.

CityKids members are involved in teaching other kids how to be leaders, performing in schools and community, participating in international exchanges, facilitating discussions between kids and adults, planning and executing special events, volunteering in homeless hotels and community centers, recommending policy changes to local, state, and federal government officials, and marketing positive values to their peers.

During a July 17, 1990, Donahue broadcast, the show highlighted the New York City based program, "CityKids." This TV program showcased talented, although not necessarily exceptional, youth who performed and expressed themselves. Due to CityKids, these youth were encouraged to explore and discuss, while attending educational, counseling, and talent/perfor-

mance-oriented sessions. Skits, acting, music, talking, and more formal parent/child/community education projects are program components.

Youth also help run this program because CityKids is partially overseen by a Youth Board of Directors who help guide the decision-making process. The point of this operation is to give youth an active role whereby what they say and do has the potential for positive results or impact.

On this show, some youth expressed themselves through skits, others through monologues and singing. One youth sang his composed song accompanied by Herbie Hancock and Grover Cleveland, jazz musicians and supporters. His song had an important, youth generated, message concerning the homeless.

Their program model might also work in small cities and even rural areas since, in this program, youth are given an "active voice," responsibilities, creative outlets, and other self-esteem builders. The organizer and **Director, Laurie Meadoff**, may be a good person to contact.

Even though the kids were teenagers, aspects of this program might be adapted and developed for pre-teens. Perhaps a mentoring program, teenagers and pre-teens, could be organized along the CityKids model or the underlying principles.

At any rate, what the kids had accomplished seemed quite impressive, and this program might be worth investigating, perhaps even developing a "RuralKids" version. An information packet is available from Laura Romanoff.

Franklin, D. (1989, May/June). Charm school for bullies. *Hippocrates*, 75-77.

This article describes some traits and research regarding aggressive kids. Most interesting was the fact that bully tendencies can be recognized in elementary-aged youth. Since early recognition is possible, so is early intervention. That is, socially acceptable actions can be learned which replace socially unacceptable, aggressive, behaviors.

People such as John Lochman, a Duke University psychologist, are working with, for instance, fifth and sixth graders through counseling. He and others are helping youth learn acceptable negotiation techniques and actions versus automatically overreacting and unnecessarily striking out. Robert Selman, Harvard University psychologist, and Leonard Eron, University of Illinois in Chicago psychologist, are also involved in "bully-oriented" research.

As this article states,

Kids who bully in elementary school are five times more likely to be convicted of crimes by age 30. They're also more apt to have low paying jobs, abuse their spouses, and raise aggressive children of their own (p. 76).

Other contacts in this field, not mentioned in this article, are Robert Cains, University of North Carolina professor, and John Coie, Duke University psychology professor.

"Youth Mediator" Sidebar

As a sidebar, a program seen on popular TV depicted what seemed to be a Chicago inner-city school project which helped youth adjust their deviant behavior. The "trouble makers", elementary to middle school-aged youth, were given responsibility; they were selected to monitor the playground and mediate disputes during recess.

These previously labeled "problems kids" were given leadership and mediator training that they then employed in their playground setting. During recess, these trained youth were working in pairs as they moderated disputes, filled out reports, and reported their results at debriefing sessions.

This project seemed to increase the participants' self-worth as a result of their productive, responsible behaviors. In brief TV interviews, the participant youth moderators explained how they used to fight and get into trouble, but now understood how to control themselves and act more appropriately.

The program or project name and its director are unknown but perhaps someone like Leonard Eron, mentioned above, could provide more details.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Arts Incentive Methods (AIM)
GRADE LEVEL	3-5
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	125 At-Risk students identified as talented in the arts.
AGENCIES INVOLVED	Selma City Schools, Arts Council.
FUNDING	US Department of Education 1988 Dropout prevention Demonstration Grant \$20,000 of \$351,252 awarded; Lea Funds \$11,000; Alabama Arts Council \$8,000.
CONTACT	Mr. James Carter, Director 300 Washington Street P.O. Box F Selma, AL 36702-0318 205/874-1600
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 09500.
PROGRAM DESCRIPTION	AIM is part of the comprehensive Dropout Prevention Program of Selma City Schools . This program has been patterned after the New Orleans Public Schools Talented in the Arts . Once identified, students will be receive instruction provided instruction and mentoring by artists-in-residence. Students will in visual arts, dance, drama, vocal music, and instrumental music. Attendance records, teacher assessment of student's participation in class, and achievement scores will be used to determine if overall school performance has been influenced by this program. It is expected that surfacing artistic talent will develop.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Campus Partners In Learning
GRADE LEVEL	4-9
DATE OPERATIONAL	1989
PARTICIPATION CRITERIA	At-Risk elementary and middle school students.
AGENCIES INVOLVED	Education Commission of the States.
FUNDING	Carnegie Corporation, Honeywell Foundation, John D. and Catherine T. MacArthur Foundation.
CONTACT	Lisa Hicks, Campus Compact Box 1975 Brown University Providence, RI 02912 401/863-1119
SOURCE	National Dropout Prevention Center; FOCUS Database, Ref. No. 027500.
DESCRIPTORS	Prevention, Self-esteem, Community support.
PROGRAM DESCRIPTION	Campus Partners in Learning (CPIL), the At-Risk Youth Mentoring Project of Campus Compact, encourages college and university students to serve as mentors for elementary and middle school youth identified as potential dropouts. CPIL is designed to help the 202 member college and university campuses establish or expand programs which will create the most effective connections. The project includes five major components: 1) written resource materials, including a mentor training and resource book and a monthly newsletter dealing with the issues of at-risk youth; 2) a one year focus group of ten Compact member institutions, which will work closely with Campus Compact staff to develop a mentoring program and appropriate volunteer training; 3) technical assistance in program development and mentor training for member campuses; 4) regional workshops on mentor training and at-risk youth; and 5) an evaluation of the project and distribution of the results on a yearly basis.

PROGRAM NAME	Chatham-Savannah Youth Futures Authority (YFA) Collaborative
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	All district at-risk youth.
AGENCIES INVOLVED	Savannah-Chatham Youth Futures Authority Collaborative.
FUNDING	Annie E. Casey Foundation; City of Savannah; Chatham County; State of Georgia; United Way; Local School District Funds.
CONTACT	Frank Blocker, Administrative Assistant Youth Futures Authority Collaborative 128 Habersham Street Savannah, GA 31401 912/235-3505
SOURCE	National Dropout Prevention Center; FOCUS Database, Ref. No 038700.
DESCRIPTORS	Comprehensive, Public Private Partnership, Community Support, Parental Involvement.
PROGRAM DESCRIPTION	The goal of New Futures in Savannah is to improve education from pre-school to graduation, to reduce the incidence of teenage pregnancy and parenthood, to enhance the long-term employability of young people, and to improve the access to health and mental health services. To accomplish these goals, the Chatham-Savannah YFA, composed of a cross-section of the entire community, encourages change in the policies, procedures, and funding patterns of community institutions. The initiative has established several intervention programs: 1) Education, the education component includes the Stay Case Management Team, computer-labs, mid-year promotion and summer programs; 2) Teen Health/Pregnancy Prevention, this component involves participants from the entire community, including youth service agencies, schools, the medical community, city government, parents, and local colleges; 3) Case Management System, this system includes interagency contracts, a management information system, and the development of individual student success plans, using a staff of four case managers; and 4) Youth Employment, with this component a youth employment center has been established providing employability skills training and job placement. A Savannah Compact, modeled after the Boston Compact, provides job opportunities for at-risk youth. Evaluation is not yet available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Columbia Youth Collaborative
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	At-risk youth and families in Richland School District 1.
AGENCIES INVOLVED	Greater Columbia Chamber of Commerce, Richland School District 1.
FUNDING	\$80,000 from Ford Foundation, and Community Support.
CONTACT	Ms. Norma Higgins, Project Coordinator Columbia Youth Collaborative 1308 Laurel Street P.O. Box 1360 Columbia, SC 29202 803/733-1155
SOURCE	South Carolina Directory of Contacts and Programs in Dropout Prevention, FOCUS Database Ref. No. 08200.
DESCRIPTORS	Comprehensive, Public/Private Partnership, Urban, High School, Elementary, Junior High, Secondary.
PROGRAM DESCRIPTION	In January, 1988, the Greater Columbia Chamber of Commerce joined with the inner city school district to secure a grant from the Ford Foundation to establish the Columbia Youth Collaborative. Although, there are 21 sites nationally which receive grants, this is the only Chamber which is a fiscal agent for the grant and so it will be used as a model. In addition to 200 volunteers, the education, business and human services community are working in a totally integrated effort. Steps the collaborative is taking to address the issue include: implementing a "Say Yes to Success" community-wide public awareness campaign aimed at both at-risk students and the general public; developing job training, mentoring and student incentives programs involving local businesses and expanding the existing Adopt-A-School program; establishing a computerized early identification and tracking system for potential at-risk students; networking and pooling community resources and services to at-risk youth and their families; sponsoring school administrator and teacher training and recognition programs; and involving students in planning and implementing projects. The focus of the collaborative is to bring in the key community leaders from business, education, human services and religious and civic groups. Evaluation not yet available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Comprehensive Attendance Project
GRADE LEVEL	K-12
DATE OPERATIONAL	5/88
PARTICIPATION CRITERIA	Truant Students.
AGENCIES INVOLVED	Pittsburgh Public Schools, New Futures Initiative Board of Directors, Mayor's Commission, and local agencies.
FUNDING	A fraction of the funding portion used for the community school \$206,528 U.S. Department of Education 1988 Dropout Prevention Demonstration Grant, Anne E. Casey Foundation (5 years), and local funds.
CONTACT	Ronald R. Sofo, Special Projects Administrator Pittsburgh Public Schools Bellefield Avenue at Forbes Avenue Pittsburgh, PA 15213 412/391-5122
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 017900.
DESCRIPTORS	Prevention, Parental Involvement, Urban, Minorities, Community Support, Attendance Management.
PROGRAM DESCRIPTION	Part of the Comprehensive Dropout Prevention Program in Pittsburgh, the Comprehensive Attendance Project is used to prevent truancy and enhance the attendance at the New Futures Community Schools. All elementary, middle, and secondary schools have a paraprofessional whose job will be to monitor attendance, make daily calls to homes and absentees, meet with parents, and initiate legal actions when necessary. Parents who do not respond to telephone calls are visited in their homes to discuss their child's attendance. The project is coordinated with the truancy prevention project involving Allegheny Intermediate Unit, Children and Youth Services, Juvenile Court, and the District Magistrate who handles all truancy referrals. Evaluation is based on the project's ability to improve attendance.

PROGRAM NAME	Early Adolescent Helper Program
GRADE LEVEL	6-8
DATE OPERATIONAL	1982
PARTICIPATION CRITERIA	Young adolescents between the ages of 11-14.
AGENCIES INVOLVED	Center for Advanced Study in Education (CASE), Local Community Agencies.
FUNDING	Funding provided by several private foundations and the New York City Youth Bureau.
CONTACT	Ms. Joan Schine, Director Early Adolescent Helper Program Center for Advanced Study in Education (CASE) City University of New York Graduate Center 33 West 42 Street New York, NY 10036
SOURCE	National Dropout Prevention Center, FOCUS Database Ref. No. 034900.
DESCRIPTORS	Prevention, Middle School, Job Skills, Life Skills, Community Support, Public/Private Partnership, Volunteers.
PROGRAM DESCRIPTION	The Early Adolescent Helper Program has these goals: 1) to motivate students before they reach high school; 2) to provide a structured setting for unsupervised adolescents; 3) to allow young people to learn firsthand about the world or work; 4) to prepare youth for adult roles; and 5) to provide opportunities for community service. Student helpers go to a variety of community agencies, providing assistance to overworked staff. The helpers receive training before they begin work; training and reflection seminars continue throughout the duration. They are placed in senior citizens centers, child care centers, latchkey and headstart programs. While providing extra hands for community service agencies, the participants are given responsible, challenging roles. This allows them the opportunity to examine alternative solutions in problem solving, to learn about parenting and the work place, to share experiences, successes and solutions, and to form a broader social context. Working in early childhood centers or senior centers, the students supervise children at play, read aloud, do arts and crafts, play games, help with homework, assist with planning special events, assist at mealtime, visit, and help produce magazines and newsletters. Evaluation is performed to measure the overall effectiveness. Program guides for replication are available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Education Support Team Project (EST)
GRADE LEVEL	7-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students with learning and personal adjustment problems.
AGENCIES INVOLVED	Philadelphia School District, Local Health, Community, and Business Agencies.
FUNDING	\$314,534 US Department of Education 1988 Dropout Prevention Demonstration Grant, in kind contributions \$34,948.
CONTACT	Mr. Thomas C. Rosica School District of Philadelphia 21st Street S. of the Parkway Philadelphia, PA 19103-1099 215/299-7842
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 021700.
DESCRIPTORS	Prevention, Minorities, Low Income, Self Esteem, Urban, Public/Private Partnership, Secondary.
PROGRAM DESCRIPTION	The Education Support Team Project's purposes are: to reduce the fragmentation of social, remedial, attendance, diagnostic and psychological services; to determine the needs of students; to ensure needed services are provided and coordinated in a timely fashion; and to ensure adequate follow-up is provided. Education Support Teams are established in each of the 7 middle schools and 3 high schools. Each team will identify students with problems and then devise strategies and solutions carried out in school and at home to solve the problems. Collaboration between parents and school officials provides parental involvement. Additional resources used to support the EST Project include an expanded summer school program and the Children's Health Initiative to improve health care access to children. This initiative involves public and private sectors. Also initiated are several education programs in mathematics, humanities and science education involving the private sector. Team members are provided staff development training which includes orientation of roles and resources, criteria for referral and procedures, weekly meetings for planning, and monthly meetings for case management. The Team members will include a site administrator (principal or vice principal), counselor, nurse, district attendance representative, school community coordinator in Chapter One schools, parents, teachers, and others as appropriate. Evaluation is presently unavailable.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Enhanced School-Based Motivation and Maintenance (M & M) Program
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students defined as at-risk according to the district promotion and retention policy will be served. A minimum of 100 students per cluster will be served. Decisions for acceptance will be made by a multidisciplinary team.
AGENCIES INVOLVED	San Diego City Schools, Local Community and Employer Support.
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant \$365,000 of total \$499,951 awarded. In kind \$46,844.
CONTACT	Ms. Jeanne Jehl San Diego City Schools 4100 Normal Street San Diego, CA 92103 619/293-8034
SOURCE	US Department of Education 1988 Dropout Demonstration Grant, FOCUS Database Ref. No. 09300.
DESCRIPTORS	Remedial, Urban, Public/Private Partnership, Community Support.
PROGRAM DESCRIPTION	The program, part of San Diego City Schools comprehensive dropout prevention program, is designed using two learning clusters involving two high schools and their feeder elementary and middle schools. The student's performance is assessed by a team who reviews progress and modifies plans as needed. An individualized Case Management approach is utilized for students and families. Extended outreach is conducted by parents, community organizations and employers. Consultation is utilized to increase parental, community and employer involvement to aid in improving attendance. Structured counseling is provided to students and families. A comprehensive academic analysis promotes adequate tutoring in weak areas. Extended day basic skills and study skills are implemented to improve basic skills, grade point averages and test scores. Mentoring from the business community provides positive adult role models for increased self esteem. A structured parent education program provides parental information and allows for more active participation. The Deputy Superintendent is responsible for determining what monitoring and accountability measures are necessary. A monthly learning cluster meeting will be completed as needed. Evaluation not yet available.

PROGRAM NAME	The Greeley Dream Team, Inc.
GRADE LEVEL	5-12
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-risk students identified by teacher and computerized assessment. Criteria developed by the Dream Team Community Resources Special Team.
AGENCIES INVOLVED	The Greeley Dream Team, Inc.
FUNDING	\$390,146 US Department of Education 1988 Dropout Prevention Demonstration Grant; \$45,109.09 cash donations; \$132,204 in loaned staff, space, furniture, equipment; \$27,750 Aetna Casualty Foundation; Monfort Foundation.
CONTACT	Dr. Tim Waters, Superintendent of Schools 811 15th Street Greeley, CO 80631 303/352-1543
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 026600.
DESCRIPTORS	Prevention, Middle School, High School, Volunteers, Community Agency, Community Support, Public Private.
PROGRAM DESCRIPTION	The Greeley Dream Team's Demonstration grant will expand the efforts of this organization put together in 1986 by a group of leaders from all segments of the community public and private. The new objectives include: coordinating a community-wide school dropout prevention system; developing a system for collecting and reporting dropout information and using a computerized system for identifying and tracking high-risk students; expanding the early identification and intervention programs by adding two specialists to the school district; developing an alternative education delivery system including an exemplary, replicable alternative education planning process; developing and implementing a cooperative learning project involving 25 teachers who will train staff in the principles and methods of cooperative learning; and, with the University of Northern Colorado, establishing a research and evaluation mechanism which will provide the basis for longitudinal research. Evaluation not yet available. Other Greeley Dream Team projects in the FOCUS Database are the Mentor Program, Youth Opportunities Unlimited (YOU), and the Dream Team Scholars.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Keep Education Your Solution (KEYS)
GRADE LEVEL	5-8
DATE OPERATIONAL	1987
PARTICIPATION CRITERIA	This multi-faceted program targets entire school. It also uses a locally developed inventory to identify at-risk students in fourth and fifth grade.
AGENCIES INVOLVED	Jackson County School; Appalachian Regional Commission; Tennessee Technological University.
FUNDING	Appalachian Regional Commission, Local Industries, a Civic Club, a Local Utility, The Rural Educational Project under Tennessee Technological University.
CONTACT	Ms. Angela Smith, Principal Fox Middle School Gainesboro, TN 38562 615/268-9779
SOURCE	Ms. Margaret Phelps, Director, Rural Education Project, Box 5112, Tennessee Technological University, Cookeville, Tennessee 38505, Ref. No. 0200.
DESCRIPTORS	Prevention, Rural, Low Income, Public/Private Partnership, Junior High, Parental Involvement.
PROGRAM DESCRIPTION	KEYS is based on the assumption that if you make school a better place for all students during the critical middle school years, fewer students will drop out when they pass compulsory school age. The school has begun a program of co-curricular activities including several clubs and a band. Volunteers teach exploratory activities like domestic arts. Workshops involving parents were conducted to involve them in the learning process. Career opportunities are emphasized by field trips and resource speakers. School pride has been restored under the leadership of the principal. Students identified at great risk are being targeted with adult or older student mentors, advisor-advisee groups, and home visits. Consulting services, staff development, and study skills training provided by Tennessee Technological University. No evaluation is available.

PROGRAM NAME	Hattiesburg Public Schools Dropout Prevention Program
GRADE LEVEL	K-12
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-Risk Youth as indicated in specific program descriptions.
AGENCIES INVOLVED	Hattiesburg Public Schools; Mississippi State Department of Education; Community Civic, Legal and Public Service Agencies.
FUNDING	\$359,437 US Department of Education 1988 Dropout Prevention Demonstration Grant, local, state, Chapter I, Special Education, Vocational, and JTPA Funds.
CONTACT	Mr. Ernest Palmer, Coordinator for Dropout Prevention Hattiesburg Public Schools P.O. Box 1569 Hattiesburg, MS 39401 601/583-3558, ext. 67
SOURCE	This program is a recipient of a 1988 US Department of Education Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 028400.
DESCRIPTORS	Comprehensive.
PROGRAM DESCRIPTION	The Hattiesburg Public School Dropout Prevention Program is a comprehensive program whose purpose is to provide a vast array of dropout prevention services for at-risk youth beginning in kindergarten. Strategies include effective identification, screening and tracing for early identification and built in components for reclaiming. Programs involve counseling, extended day, extended year, suspension alternatives, computer-assisted instruction, learning labs, basic skills remediation, individualized instruction, summer classes and work experience, mentoring and teen parent outreach. Search FOCUS for details about particular programs found under program names as follows: Learning Lab, Summer Remediation Classes, Temporary Intervention Program (TIP), Student Trace, Extended Day Mobile Computer Lab, Early Prevention, Outreach-Finders Keepers, Suspension Accountability Class (SAC), Pregnant Teens-Teen Parents, and Extended Year.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Mentor Program
GRADE LEVEL	5-12
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-risk identified by teacher and computerized criteria developed by the Dream Team Community Resources Team. At-risk students, not identified, who could benefit from mentor service.
AGENCIES INVOLVED	Greeley Dream Team, Inc., and Weld County School District 6
FUNDING	Monfort Foundation, Phelps, Inc., Private Donations.
CONTACT	Ms. Virginia Guzman, Coordinator of Alternative Programs Weld County School District 6 Administration Building 811 Fifteenth Street Greeley, CO 80631 303/352-1543
SOURCE	The National Dropout Prevention Center, FOCUS Database Ref. No. 026400.
DESCRIPTORS	Prevention, Community Support, Community Agency, Public/Private Partnership, Volunteers.
PROGRAM DESCRIPTION	The Mentor Program attempts to address the needs of the Dream Team Scholars and at-risk youth needing mentors by providing positive role models and support, career exploration, and educational opportunities. It is used to enhance the Greeley Dream Team Project. Volunteers representing the business community contribute their time and expertise as mentors, guest speakers, and field trip providers. It focuses on community alternatives providing hope for at-risk youth. Phase I of the program matches Dream Team Scholars with a mentor who serves as an individual career role model, making at least two contacts per month. In Phase II at-risk students who are not Dream Team Scholars are matched with mentors serving in the same capacity. The Guest speakers serve as presenters to discuss careers and companies and provide information and expectations in the world of work. All speakers are asked to make at least one presentation per year. Field Trip Providers conduct field trips to individual companies to demonstrate work realities in the work force. Providers are asked to conduct at least one field trip per year. This Mentoring program provides self-esteem building, life skills and study skills activities with academic and attendance incentives. Evaluation conducted by a special team, Research and Evaluation. The program has been awarded or recognized by National League of Cities, State of Colorado and US Department of Education.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Mission Succeed
GRADE LEVEL	5-7
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-risk youth referred by their teachers.
AGENCIES INVOLVED	St. John's Educational Thresholds Center, Marshall Elementary, Everett Middle School.
FUNDING	Primarily foundation support and other private donations.
CONTACT	Ms. Kyle Fiore, Program Director Mission Succeed St. Johns Educational Thresholds Center 1661 15th Street San Francisco, CA 94103 415/864-5205
SOURCE	National Dropout Prevention Center, FOCUS Database, Ref. No. 031900.
DESCRIPTORS	Prevention, Early Intervention, Low Income, Hispanic, Self Esteem, Tutoring, Individualized Instruction.
PROGRAM DESCRIPTION	Mission Succeed's purposes are to intervene at an early age before attendance becomes a problem, to help overcome the problems of the student's daily life, and to provide a structure to enable the students to complete their education. The program involves parents, schools, community, and the students in a structured campaign offering support to one another. The counselor serves as a liaison providing individual and group counseling to students and their families. The counselor develops strategies to alter and change their situations. Field trips are planned by students as they select their destination and figure out how to get there. Twice a week, students work after school, one-on-one with tutors. Tutors and students jointly complete lesson plans and sometimes teach each other. All sessions allow the students to relate to their own personal experiences with time to question situations critically. Parents-as-Teachers monthly bilingual literacy workshops are held to give the parents an academic boost. Parents meet with the teachers in small groups to practice basic techniques for reading and writing, to discuss children's books, and to write essays of their own. A peer resource program trains 8th grade alumni from Mission Succeed to counsel and tutor their peers while continuing to be tutored. Summative evaluation is available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	New Bedford Futures
GRADE LEVEL	K-12
DATE OPERATIONAL	1/88-1990 (Presently not operating)
PARTICIPATION CRITERIA	Students identified as at-risk using at-risk identifiers which include court involvement; pregnant/or parenting; low scores-achievement test; poor attendance; drug/alcohol involved; suspension; truancy; 16-22 no longer in school and does not have a diploma; retained in grade.
AGENCIES INVOLVED	New Bedford Futures.
FUNDING	New Bedford Futures is funded through the Commonwealth Futures Office of the Governor and Office for JTPA funds. In-Kind services of social services agencies, businesses and school department employees, as well as staff from Office for Job Partnership provide much of the services to the program.
CONTACT	
SOURCE	FOCUS Database, Ref. No. 022500.
DESCRIPTORS	Prevention, Public-Private Partnership, Collaboration, Parental Involvement, Community Support, Recovery.
PROGRAM DESCRIPTION	The major thrust of the program is to have a community-wide approach linking existing services to youth, locate gaps in the youth servicing system, locate funding, and implement programs to fill the gaps. The 1989-1990 gaps include the need for an exit/reentry counselor for high school age youth, business involvement, and transition from grade 6 to grade 7. The Executive Board of New Bedford Futures includes The Mayor, The Superintendent of Schools, The Chairman of Private Industry Council, The Executive Vice President of the Chamber of Commerce, and a Representative of EOHS.

PROGRAM NAME	Outreach-Finders Keepers
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Dropouts; truants; students with five or more consecutive absences; youth court, counselor, and other agency referrals; students suspended; those with sever behavioral problems and pregnant teens.
AGENCIES INVOLVED	Hattiesburg Public Schools, Forrest County Youth Court, and all Community Agencies.
FUNDING	A portion of the \$359,437 from US Department of Education 1988 Dropout Prevention Demonstration Grant for Hattiesburg Public Schools; and State of Mississippi funds.
CONTACT	Carl King Hattiesburg Public Schools P.O. Box 1569 Hattiesburg, MS 39401 601/583-3558 ext. 67
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 028800.
DESCRIPTORS	Recovery, truancy, community support, adjudicated youth, teenage pregnancy.
PROGRAM DESCRIPTION	This outreach program, "Finders Keepers," is part of the Hattiesburg Public School's comprehensive Dropout Prevention Program. The purposes are to monitor the daily attendance of students at all grade levels and to identify and recruit students who have dropped out. Strategies for implementation include personal and family counseling, case management with modification of student's schedule, transportation arrangements, and appropriate agency referrals and assistance. Dropouts are encouraged to re-enroll in school or alternative educational programs with on-going counseling and complete parental involvement. Law enforcement, welfare agencies and other community agencies help to develop appropriate interventions, attendance management, and discipline. Evaluation not yet available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Parent Involvement-Tuscaloosa County Schools
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Parents of at-risk students.
AGENCIES INVOLVED	Tuscaloosa County School System.
FUNDING	Part of the \$179,355 US Department of Education 1988 Dropout Prevention Demonstration Grant and \$40,000 in kind contributions.
CONTACT	Ms. Linda Johnson, Dropout Prevention Director Tuscaloosa County Schools Central Office 2314 9th Street Tuscaloosa, AL 35403 205/758-0411
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 026000.
DESCRIPTORS	Prevention, Self Esteem, Parental Involvement, Community Support.
PROGRAM DESCRIPTION	The Parent Involvement Program is part of the comprehensive dropout prevention program of Tuscaloosa County Schools. The purposes are to help parents understand the attributes and characteristics of at-risk youth, to help parents develop skills needed to help their children at home, and to help parents form partnerships with teachers and school officials and ascertain relevant information. The Education Specialists, School Counselors and various community representatives meet with the parents for a minimum of three hours each month at locations convenient for parents. Parents unable to attend are worked with in their homes. Parents are taught parenting skills they can use to prevent their children from dropping out of school as well as how they can work with their children's teachers as partners. The staff also teaches parents how to obtain the help of influential persons, such as the Superintendent, principals, coaches, and community leaders in motivating at-risk students. Staff includes 5 specialists and counselors. Evaluation not yet available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Parents Teach!
GRADE LEVEL	5-8
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Parents and children interested in improving student's academic performance; recruited by media and school contacts; some referred by school staff.
AGENCIES INVOLVED	Metropolitan Detroit Youth Foundation.
FUNDING	Funded by the Kellogg Foundation.
CONTACT	Donna L.C. Lovette, Director of Education Services Metropolitan Detroit Youth Foundation, Inc. 11000 West McNichols Suite 222 Detroit, MI 48221 313/863-9394
SOURCE	National Dropout Prevention Center; FOCUS Database, Ref. No. 022100.
DESCRIPTORS	Prevention, Parental Involvement, Self Esteem, Urban, Alternative, Counseling, Community Agency.
PROGRAM DESCRIPTION	The Parents Teach! Program works to improve the child's academic performance. It offers a ten-week class (one night per week) for parents and children together. Guidance is provided to parents, particularly to those who did not do well in school themselves. Emphasis is placed on the child developing good study habits and the parent providing guidance by listening to the children read, asking the child questions, helping them prepare for tests, helping them set career goals, and helping them find the resources to solve problems. Teachers and guidance counselors help the parents, and parents teach the children. A program director and staff of two recruit, assess, and evaluate children in addition to training parents and then overseeing these trained parents who return as aides.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Peer Facilitating And Helping Groups-Tuscaloosa County Schools
GRADE LEVEL	4-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students identified as being at-risk will work with groups of students made up of both at-risk and not at-risk.
AGENCIES INVOLVED	Tuscaloosa County School System.
FUNDING	Part of the \$179,355 US Department of Education 1988 Dropout Prevention Demonstration Grant and \$40,000 in kind contributions.
CONTACT	Ms. Linda Johnson, Dropout Prevention Director Tuscaloosa County Schools Central Office 2314 9th Street Tuscaloosa, AL 35403
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 026300.
DESCRIPTORS	Prevention, Peer Group Counseling, Elementary, Secondary.
PROGRAM DESCRIPTION	This program is part of the comprehensive dropout prevention program of Tuscaloosa County Schools. These at-risk students chosen to be facilitators and helpers will work with peer groups with the objective of reversing the "at-riskness" of the at-risk students. The staff will involve the facilitators and helpers in intense training sessions that will prepare them to appropriately and relevantly serve in these roles. The at-risk students will 1) offer direct services to other youth, 2) learn to "attend to" what group members are saying, 3) learn to listen, reflect, question, probe with discretion and be a friend, 4) acquire skills in values clarification, problem solving, and decision making which they can share with their group, 5) learn to be referrals to community agencies, businesses, etc., and 6) learn the meaning of "confidentiality," a basis on which to be trusted. Each peer group session will be supervised by an adult who serves as a role model. Other staff includes the 5 project specialists and guidance counselors. Evaluation not yet available.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	The Pittsburgh Promise
GRADE LEVEL	4-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students enrolled in New Futures School and their families.
AGENCIES INVOLVED	Pittsburgh New Futures Board of Directors, City of Pittsburgh, Job Training Partnership, and other community agencies.
FUNDING	Portions of the US Department of Education 1988 Dropout Prevention Demonstration Grant \$206,528; JTPA; Anne E. Casey Foundation (5 years) and local funds.
CONTACT	Mr. Ronald R. Sofo, Special Projects Administrator Pittsburgh Public Schools Bellefield Avenue at Forbes Avenue Pittsburgh, PA 15213 412/622-3981
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 012700.
DESCRIPTORS	Prevention, Community Support, Parental Involvement, Public/Private Partnership, Low-Income, Minorities, Urban.
PROGRAM DESCRIPTION	The Pittsburgh Promise is a part of a comprehensive program, Pittsburgh New Futures Initiative. It focuses on career education with role modeling, and awareness and job readiness training. A graduated sequence of developmental activities are implemented and infused into all academic disciplines. Liaison with the City's JTPA provides placement of youth and unemployed members of their families allowing for priority access to jobs, and/or training upon graduation. Placement in well-supervised private and public sector jobs with tutoring, mentoring, and financial incentives help academic success. At different school levels, students are placed in different programs. At the Elementary level esteem building, personal and physical development are emphasized. At the Middle school level leadership and group development, integrated work study, community service, mentoring/shadowing are emphasized. At the High school level work experience, individualized help, part-time and summer jobs in neighborhood, special remediation, intensive tutoring in math, and literacy. Tutoring is provided by peer and adult volunteers. The program is monitored and evaluated by Partnerships in Education (PIE). They work along with area employment coordinators, Volunteer Youth Training and Leadership (VYTAL), in developing the curriculum. The Pittsburgh Partnership, a network of service providers, sets goals every two months, as well as coordinates and shares information.

PROGRAM NAME	Pittsburgh New Futures Initiative
GRADE LEVEL	K-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Students from neighborhoods with high rate of poverty, teen pregnancies, unemployment, school failure, and infant mortality.
AGENCIES INVOLVED	Pittsburgh Public Schools, Pittsburgh New Futures Board of Directors; Pittsburgh Board of Directors.
FUNDING	Portions of US Department of Education 1988 Dropout Prevention Demonstration Grant \$206,528; Anne E. Casey Foundation (5 years) and local-funds; Richard King Mellon Foundation \$40,000; charitable contributions matched by Blue-Cross.
CONTACT	Mr. Ronald R. Sofo, Special Projects Administrator Pittsburgh Public Schools Bellefield Ave. at Forbes Ave. Pittsburgh, PA 15213 412/391-5122
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 011700.
DESCRIPTORS	Comprehensive, Community Support, Minorities, Low Income, Urban, Public/Private Partnership.
PROGRAM DESCRIPTION	The Pittsburgh New Futures Initiative is a comprehensive program with a holistic, integrative approach. It collaborates the efforts of home-school-community with a common vision of preparing young people for success. The project extends into community neighborhoods, the business sector, and health/social service providers. Need for the program was based on results from test performance and school performance results over a six year period. Results indicated low achievement correlated with high poverty, lack of basic skills for employment, low self esteem and no hope for the future. Results also indicated minority test scores were lower than whites, more minority males were suspended; a high teenage pregnancy rate, high unemployment and a lack of coordinated services. The objectives are to increase test scores, to reduce suspension, to increase attendance, and to reduce youth unemployment and teen pregnancies. It focuses on neighborhoods targeted most "at-risk." The two tiered approach consists of 1) prevention, which includes innovative programs, and 2) intervention, which includes a management information system to identify early signs of at-risk and a pilot case management program. The initiatives in this program include: The New Future Community School, The New Futures Neighborhood Family Support Initiative, The New Future Wellness Initiative, The New Futures Career Initiative and The Pittsburgh Promise.

PROGRAM NAME	Project Free Enterprise
GRADE LEVEL	9-12
DATE OPERATIONAL	1984
PARTICIPATION CRITERIA	South Carolina youth whose families receive AFDC funds or youth who meet the JTPA guidelines. Youth must be enrolled in school.
AGENCIES INVOLVED	S.C. Department of Social Services, JTPA Programs, Community Organizations and Businesses.
FUNDING	South Carolina Department of Social Services; JTPA Funds.
CONTACT	Ms. Glenice B. Pearson, Project Director S.C. Department of Social Services P.O. Box 1520 Columbia, SC 29202 803/253-6338
SOURCE	National Resource Center for Youth Services, FOCUS Database Ref. No. 018600.
DESCRIPTORS	Prevention, Public/Private Partnership, Community Support, Job Skills, Employability Skills, State Agency.
PROGRAM DESCRIPTION	Located in 12 South Carolina counties, the mission of Project Free Enterprise is to promote individual self sufficiency for youth in low income families. The program seeks to reduce early school departures, to enhance school achievement, to improve self-esteem, and to promote employability. Volunteers serve as role model for the youth and impart the reality of the day-to-day workings of the business world and the ingredients of business success. In the first phase of the program, youth develop an understanding of supply and demand, profit and loss, consumerism, and other business-related topics. The second phase is spent developing youth enterprises. Participants establish and name a business, select and manufacture a product, sell stock in their company, market the product, and learn to perform the functions of the officers in a corporation. More than 75% of the seniors go on to enroll in post-secondary institutions. Post tests on free enterprise show significant gains. The program was selected as an exemplary program by the US Departments of Health and Human Services and Labor and the National Alliance of Business. Staff includes lecturers, advisory committee members, chaperones, mentors/advisors, and counselors.

PROGRAM NAME	Rochester Brainpower Program
GRADE LEVEL	K-12
DATE OPERATIONAL	1985
PARTICIPATION CRITERIA	At-risk youth working with corporate America.
AGENCIES INVOLVED	The Center for Educational Development, Urban League, and Rochester Area Chamber of Commerce Rochester City School District.
FUNDING	Private Corporate Funding.
CONTACT	Mr. Jay Flickinger, Executive Director Rochester Brainpower Program 930 East Avenue Rochester, NY 14607 716/244-8596
SOURCE	National Dropout Prevention Center, FOCUS Database Ref. No. 033900.
DESCRIPTORS	Prevention, Public/Private Partnership, Volunteers, Work Experience, Mentoring, Employability Skills.
PROGRAM DESCRIPTION	The Rochester Brainpower Program is a city-wide effort to improve the quality of education in Rochester city schools. Brainpower is the result of a business/education task force. The established framework details five tasks: 1) Jobs, Job placement opportunities as incentives for student performance in the classroom and for exposure to the work environment; 2) Partnerships, Adopt-a-school by businesses; 3) Marketing of Education, Using major media to raise community awareness of the value of education and to encourage parent participation; 4) Staff development, Enhancement of teaching, management, and career counseling; and 5) Consulting resources, Access to business problem-solving capabilities for the district. In 1988, Rochester Brainpower received the President's Citation for private sector initiatives.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	San Diego City Schools
GRADE LEVEL	K-12
DATE OPERATIONAL	Varies.
PARTICIPATION CRITERIA	Students from elementary through high school who have been determined "at risk" by academic or attendance problems.
AGENCIES INVOLVED	San Diego City Schools.
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant \$499,951.
CONTACT	Ms. Jeanne Jehl, San Diego City Schools 4100 Normal Street San Diego, CA 92103-2682 619/293-8034
SOURCE	US Department of Education 1988 Dropout Demonstration Grant, FOCUS Database Ref. No. 09000.
DESCRIPTORS	Comprehensive, Public/Private Partnership.
PROGRAM DESCRIPTION	The San Diego City Schools have replicated or expanded three programs using a multi-faceted approach addressing and identifying potential drop-outs. (1) The Motivation and Maintenance Program (M&M) operates in two High School Clusters with elementary and middle school feeders. It has proven to be effective in improving attendance and academic achievement by utilizing a comprehensive academic analysis. Tutoring, extended outreach, modeling and parental education programs are utilized. (2) Summer Training and Education Program (STEP) combines basic skills academic support and work experience for at-risk 14 and 15 year olds from junior high, high school, and middle school with a high dropout rate. (3) The Partnership Academy was established at one high school as a school-within-a-school. It models formats already implemented in ten other districts. At-risk students receive academic and occupational training from a common set of teachers. Business Partners are involved in the implementation of the program. In addition, San Diego City Schools have established a Dropout Prevention and Recovery Round Table. They have received two Ford Foundation grants and participate in the Ford Foundation Urban Dropout Collaborative Project.

PROGRAM NAME	School District of the City of Allentown, Pennsylvania
GRADE LEVEL	K-12
DATE OPERATIONAL	Varies
PARTICIPATION CRITERIA	Varies
AGENCIES INVOLVED	Allentown City School District with support of many community agencies and organizations.
FUNDING	Federal, state, local, and private industry.
CONTACT	Ms. Lillian Kerns Allentown City School District 31 S. Penn Street, Box 328 Allentown, PA 18105
SOURCE	The Mainstream, January 1989, FOCUS Database Ref. No. 02500.
DESCRIPTORS	Comprehensive, Public/Private Partnership.
PROGRAM DESCRIPTION	Allentown City School District addresses dropout prevention for students enrolled in K-12. High School programs include the Alternative Learning Center for disadvantaged vocational students, counseling services, Employment Assistance Strategies; a Furlough Program for non-attenders, an after school, off-site program, a job site program called Diversified Occupation, an all day vocational program, a Vocational Business program, and a Day Care Center for teenage mothers. At the middle school level, disadvantaged students attend the Alternative Learning Center. There is also an Absenteeism program with individual and group services, a Student Assistance program for students with drug problems, an Interim School for pregnant students, and an Alternative Compensatory Education program for slow learners with poor self-esteem. For the elementary level, there is a program for preschool at-risk, Project Happy, and programs for students with high absenteeism, children of divorced parents and those experiencing bi-cultural or adaptation problems. Summative evaluations are available for separate programs.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Summer Training and Education Program (STEP)
GRADE LEVEL	6-9
DATE OPERATIONAL	1985
PARTICIPATION CRITERIA	120 economically disadvantaged 14 and 15 year olds performing below grade level in reading and math.
AGENCIES INVOLVED	San Diego City Schools, San Diego Private Industry Council, San Diego Regional Youth Employment Program.
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant \$50,000 of \$499,951 awarded.
CONTACT	Ms. Jeanne Jehl San Diego City Schools 4100 Normal Street San Diego, CA 92103-2682
SOURCE	U.S. Department of Education 1988 Dropout Demonstration Grant, FOCUS Database Ref. No. 08800.
DESCRIPTORS	Remedial, Urban, Public/Private Partnership, Low Income, Junior High, Middle School.
PROGRAM DESCRIPTION	This program, part of a comprehensive dropout prevention program of San Diego City Schools, is a Ford Foundation Model in operation for four years being continued with the Demonstration Grant. Students are enrolled in two intensive summer curriculums. They receive basic skills and life skills instruction coupled with work experience. Career counselors support students throughout the year and arrange for services to ensure achievement and continuance in school. Students are provided with individualized and computer-assisted instruction. The program operates in two year cycles with students participating for two consecutive years. Students receive 90 hours of basic skills with sustained reading, 18 hours of life skills to enhance personal decision making and at least 80 hours of paid employment to increase self-esteem, and provide specific job skills training. The most vital staff involved are the In-School Advocate who provides ongoing counseling and monitoring of attendance. They also organize group activities for self-esteem and personal decision making. Eleven teachers will teach in the summer program and will receive training, prior to the summer. Performance evaluations will be administered for each participant including dependability, punctuality, productivity, interpersonal skills, and academic credit received.

FOCUS DATABASE: URBAN PROGRAM PROFILES

PROGRAM NAME	Surfacing Talents Of At-Risk Students (STARS)
GRADE LEVEL	K-12
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	Varied by program focusing on At-Risk, Minority, Low Income, Rural Students.
AGENCIES INVOLVED	Selma City Schools, IBM Corporation, Selma Arts Council, City of Selma.
FUNDING	US Department of Education 1988 Dropout Prevention Demonstration Grant.
CONTACT	Mr. James Carter, Director 300 Washington Street P.O. Box F Selma, AL 36702-0318 205/874-1600
SOURCE	US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 010300.
DESCRIPTORS	Comprehensive, Self Esteem, Elementary, Middle School, Junior High.
PROGRAM DESCRIPTION	This comprehensive program is designed to develop strategies to support and enhance the talents of at-risk, minority and low income students. Parent training is an integral part of strengthening parents' ability to keep their children in school. Teacher training is provided to allow teachers to identify talents which demonstrate achievement through means other than test scores and grades. It focuses on K-8 but involves talented at-risk high school students who serve as mentors. The program provides for early detection of talent, thus preventing frustration caused by lack of recognition. The other benefits of the programs include: early identification, reduction in suspensions, teacher-parental training, and public-private and community involvement. Individual programs in STARS include: Writing to Read; Student Tutoring for At-Risk Students; Student Adjustment Classes (SAC); Arts Incentive Methods (AIM); Selma Truancy Center; Talents, Inc.; Parental Involvement In Education (PIE); Media Production Learning (MPL); and Geography Works. The program will be administered by a full-time, 12-month, project director supported by one secretary. Strong support in funding and operation will be provided by the community and will serve to broaden the public-private partnership. The overall focus is to increase the success and the retention rate of low income, rural, minority students through early identification.

PROGRAM NAME	Truant's Alternative And Optional Education Program
GRADE LEVEL	K-12
DATE OPERATIONAL	11/85
PARTICIPATION CRITERIA	Students grades K-12 who are truants, chronic truants, potential dropouts or dropouts.
AGENCIES INVOLVED	Sangamon, Logan, Mason, Menard School Districts.
FUNDING	Illinois State Board of Education, Local School Districts, Community Agencies.
CONTACT	Helen Churchill, Project Coordinator 407 Highland Springfield, IL 62704 217/525-2072
SOURCE	FOCUS Database, Ref. No. 011900.
PROGRAM DESCRIPTION	This is a multifaceted program. Students (K-12) who are experiencing attendance problems may be referred to the program and will receive intervention and remediation services which are developed on an individual basis. Other students (grades 7-12) are referred to the program when they become potential dropouts. The student is evaluated and alternative education placements are made according to individual needs. A large scale prevention program on attendance awareness is implemented in the fall of the school year. Every elementary school program is invited to participate. Various activities are planned for four weeks. Incentives and rewards are provided on a weekly basis for those students who achieve attendance goals. All students are provided with a reward at the end of the program. Schools continue the program's concept throughout the remainder of the school year. Attendance incentives and rewards are donated by community businesses and organizations. The program meets its goal of improving the attendance of 80% of participants by 20%. A summative evaluation by the University of Alabama was completed in May, 1988.

PROGRAM NAME	Tulsa Project - Identification and Prevention
GRADE LEVEL	6-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Potential dropouts and their parents.
AGENCIES INVOLVED	Tulsa Area Vocational Technical Schools; Tulsa World Publishing Corporation; Tulsa County Superintendent's Office.
FUNDING	\$340,852 from the US Department of Education 1988 Dropout Prevention Demonstration Grant; \$48,200 state and local funds; \$23,028 in-kind contributions.
CONTACT	Dr. Joe Lemley, Superintendent Tulsa County Dropout Prevention Project Tulsa County Area Vocational Technical School District 18 3420 S. Memorial Tulsa, OK 74145-1390 918/627-7200
SOURCE	This program was a recipient of a 1988 U.S. Department of Education Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 035400.
DESCRIPTORS	Recovery, Identification, Secondary, Counseling, Public/Private Partnership.
PROGRAM DESCRIPTION	This Identification and Prevention component is part of the Dropout Prevention Demonstration Project of the Tulsa County Area Vocational-Technical Schools. Potential dropouts in grades 6-12 are identified. These students and their parents are counseled regarding the benefits of remaining in school or choosing an alternative education program. Dropout prevention training is conducted for local school district personnel, parents or custodial adults, and community service personnel. Training includes strategies and techniques designed to identify children at risk of dropping out as well as counseling and guidance techniques to be used with students and their parents.

PROGRAM NAME	Tulsa Project: A Model System for Collecting and Reporting Information About Dropouts
GRADE LEVEL	6-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	Dropouts, ages 14-21 years.
AGENCIES INVOLVED	Tulsa Area Vocational Technical Schools; Tulsa World Publishing Corporation; Tulsa County Superintendent's Office.
FUNDING	\$340,852 from the US Department of Education 1988 Dropout Prevention Demonstration Grant; \$48,200 state and local funds; \$23,028 in-kind contributions.
CONTACT	Mr. Joe Lemley, Superintendent Tulsa County Dropout Prevention Project Tulsa County Area Vocational Technical School District 18 3420 S. Memorial Tulsa, OK 74145-1390 918/627-7200
SOURCE	This program was a recipient of a 1988 US Department of Education Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 035500.
DESCRIPTORS	Prevention, Identification, Computer, Tracking, Attendance Management, Public/Private Partnership.
PROGRAM DESCRIPTION	The purpose of this component of the Tulsa Project is to develop a model system for collecting and reporting information about dropouts. The project will collect, organize, and report data required by the State Department of Education and data requested by the Office of the Tulsa County Superintendent of Schools. The project will collect, organize, and report specific personal data including name, age, grade level, sex, and race, and color. Finally, the project will collect, organize, and report specific reasons for dropping out of school. Follow-ups by the County Superintendent's Office will provide dropouts with schooling options and notify parents of compulsory attendance laws.

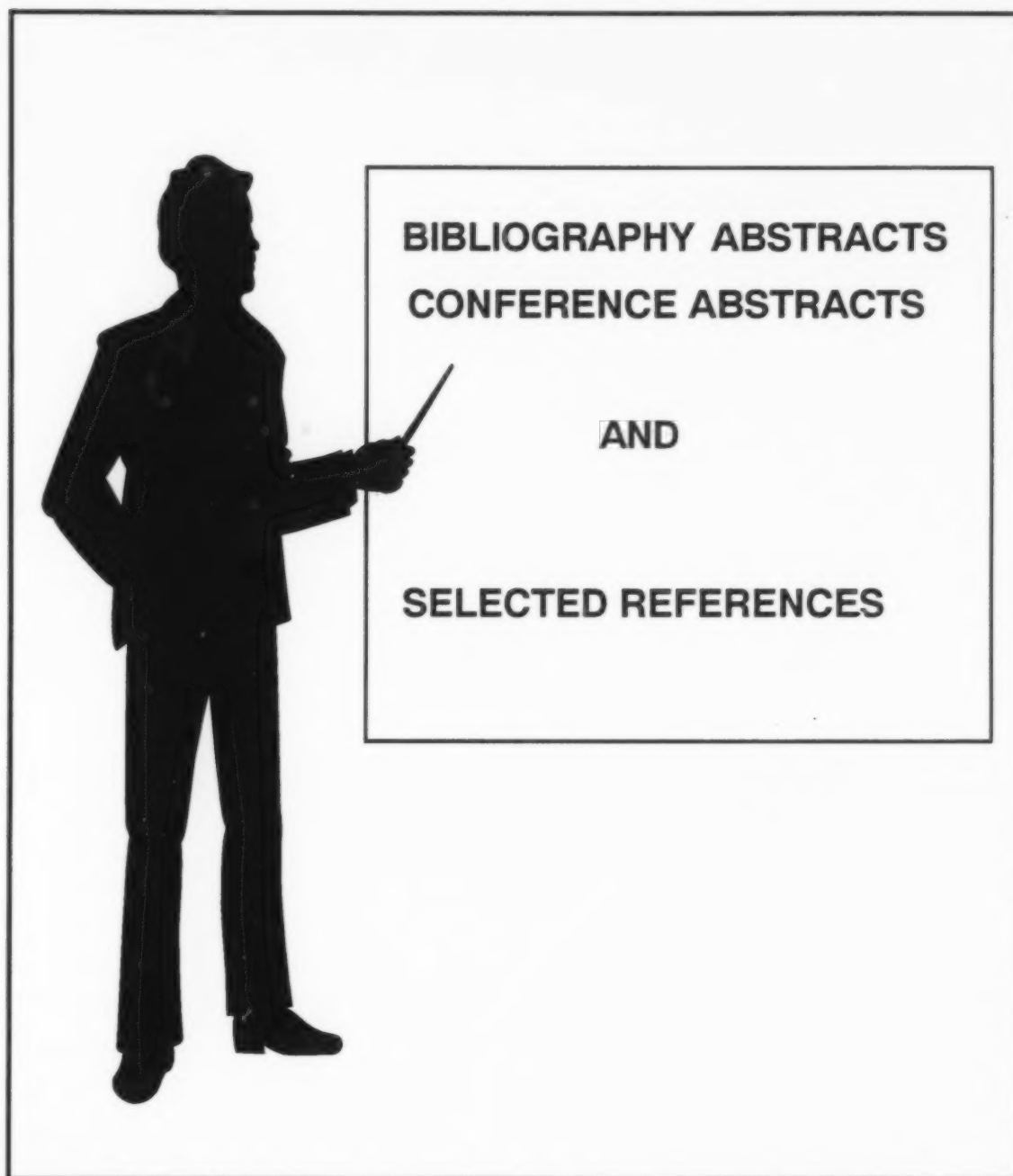
PROGRAM NAME	Tulsa Project - Star Center
GRADE LEVEL	6-12
DATE OPERATIONAL	1988
PARTICIPATION CRITERIA	150 dropouts, ages 14-21, either self- referred or referred by former school, parents, judicial system, or other community sources.
AGENCIES INVOLVED	Tulsa Area Vocational Technical Schools; Tulsa World Publishing Corporation; Tulsa County Superintendent's Office.
FUNDING	\$340,852 from the US Department of Education 1988 Dropout Prevention Demonstration Grant; \$48,200 from state and local funds; \$23,028 in-kind contributions.
CONTACT	Ms. Leslie Hale, Coordinator STAR Program, Tulsa Vo-Tech 3420 S. Memorial Tulsa, OK 74145 918/627-7200
SOURCE	This program was a recipient of a 1988 US Department of Education Dropout Prevention Demonstration Grant, FOCUS Database Ref. No. 035600.
DESCRIPTORS	Recovery, Public/Private Partnership, Basic Skills, Self-Esteem, Work Experience, Employability Skills.
PROGRAM DESCRIPTION	A component of the Tulsa Project, the STAR (Student Training and Reentry) Center was established to provide each participant with assessment services, the development of a personalized Youth Education/Employment Plan (an individual contract), leadership training, personal and career counseling services and anticipated job placement. Participants are offered an intensive educational program emphasizing the development of literacy, computational, computer, and survival skills, including the IBM/PALS program for basic literacy. Survival skills, including the R.O.P.E.S. Course, and job skills are taught prior to entry into a vocational education program which may include a training program or on-the-job training. Upon completion of the STAR program, assistance with job placement is given. Special daycare and transportation assistance is given as needed. Evaluation not yet available.

PROGRAM NAME	YOU - Youth Opportunities Unlimited
GRADE LEVEL	9-10
DATE OPERATIONAL	1984
PARTICIPATION CRITERIA	75-130 students, aged 14-15 years, referred by the school counselor, who are eligible for Private Industry Council's summer programs.
AGENCIES INVOLVED	Texas Higher Education Coordinating Board.
FUNDING	Federal funds, Job Training Partnership Act (JTPA) Title II Exemplary Youth Programs; 8% of 123 State Funds; cost per participant \$3,150 of which \$700 is received by the participant as wages.
CONTACT	Ms. Daisy Diaz-Aleman, YOU State Director Texas Higher Education Coordinating Board P.O. Box 12780, 150 E. Riverside Drive Austin, TX 78711
SOURCE	National Dropout Prevention Center, FOCUS Database Ref. No. 038300.
DESCRIPTORS	Prevention, Tutoring, Work Experience, Self Esteem, Alternative, Life Skills, Junior High, Secondary.
PROGRAM DESCRIPTION	The purpose of the YOU (Youth Opportunities Unlimited) Program is to help students stay in school and finish high school. The program is an intense 60 day summer program held on college and university campuses. Students work part-time with placement assistance provided by a vocational coordinator. They attend summer school classes in English that include reading, writing and math. All courses are taught by certified high school teachers and count toward graduation. Students can earn up to two units and earn up to 700 dollars in wages. Special classes in study skills and computer literacy help students learn how to study and achieve. Students live in campus dormitories and eat in the cafeteria. They are given the opportunity to enroll in elective courses such as typing, photography, theater, dance, arts, crafts, environmental and nature study, and swimming. Field trips and off campus activities add variety to the student's summer. Parents are invited for a weekend stay on the campus. Students are required to conform to rules regarding behavior, attendance, time schedules, and punctuality. The staff include a headmaster, a master teacher, a master counselor, a job developer, English and Math teachers, peer counselors, and student tutors. Summative evaluation results are available.

PROGRAM NAME	Youth Opportunities Unlimited (YOU)
GRADE LEVEL	8-10
DATE OPERATIONAL	1986
PARTICIPATION CRITERIA	At-risk students identified by teacher and computerized assessment. Criteria is developed by the Dream Team Community Resources Special Team.
AGENCIES INVOLVED	Greeley Dream Team, Inc.
FUNDING	Governors Job Training Office, the Colorado Department of Education, the State Board of Community Colleges. In-kind services from Weld County District 6, University of Northern Colorado and City of Greeley.
CONTACT	Dr. Tim Waters, Superintendent of Schools 811 15th Street Greeley, CO 80631 303/352-1543
SOURCE	National Dropout Prevention Center, FOCUS Database Ref. No. 026500.
DESCRIPTORS	Prevention, Public/Private Partnership, Community Support, Community Agency.
PROGRAM DESCRIPTION	The Youth Opportunities Unlimited Program (YOU) is a replication of a residential program for 14 and 15 year old high risk youth in Texas. It enhances the Greeley Dream Team Project. The purposes are to provide vocational, academic, and social enrichment activities during the summer months. The students attend classes during the morning for basic skills and remedial instruction and engage in work experience in the afternoon. They are involved in a series of cultural activities to promote a positive self concept and social skills. The University of Northern Colorado is contracted to carry out the program with District 6 and the City of Greeley providing in-kind services. Students completing one year in the program serve as peer counselors. A special team, Research and Evaluation, is responsible for evaluation. Of the students, 90% entering the program also completed the program and results indicated successful academic progress.

PROGRAM NAME	Up With Literacy
GRADE LEVEL	4-12
DATE OPERATIONAL	9/88
PARTICIPATION CRITERIA	300 at-risk students with varying criteria including absences, below grade level functioning, course failures, and negative attitudes.
FUNDING	Long Beach Unified School District, Industry Ed. Council of L. B., Long Beach Department of Parks and Recreation, Long Beach Community College.
AGENCIES INVOLVED	\$195,958 US Department of Education 1988 Dropout Prevention Demonstration Grant; \$60,350 state and local funds; \$87,344 in kind contributions.
CONTACT	Gail Quinn, Assistant Director Special Grants Office Long Beach Unified School District 701 Locust Ave. Long Beach, CA 90813 213/436-9931
SOURCE	This program is a recipient of a US Department of Education 1988 Dropout Prevention Demonstration Grant; FOCUS Database, Ref. No. 025400.
DESCRIPTORS	Prevention, Urban, Hispanic, Minority, Low-Income, High School, Middle School, Junior High, Mentors.
PROGRAM DESCRIPTION	Up With Literacy is a community based dropout intervention program for at-risk youth in the inner city schools. It provides basic skills tutoring and career education after school for 2 hours, 4 days per week. Elementary children in grades 4-6 receive individual and small group instruction at a local community center. College aides use manipulatives, education games, literature readings, discussions, and homework help. Students in grades 7-12 attend the adult learning centers basic skills program. They work independently and participate with college students in learning center workshops. Attendance incentives are offered. Grades 11-12 also participate in job training. The incentive to graduate is employment, as part of the public-private partnership. A career exploration component for all levels is designed by a team of parents, teachers and counselors with the goals of self awareness, educational awareness, career awareness, and exploration. Peer counselors trained to be a peer facilitator, are paired with program participants. The program will include summer activities. Staff includes a bilingual program director, instructional aides, counselor aides, peer facilitators, and community and business volunteers. Students will be tracked.

PUBLICATIONS



BIBLIOGRAPHY ABSTRACTS

An annotated bibliography of horticulture therapy. (no date). Gaithersburg, MD 20879: American Horticultural Therapy Association (AHTA), 9220 Wightman Road, Suite 300.

This work is the initial attempt at a comprehensive bibliography on horticultural therapy. Although it includes over three hundred entries, it only represents a start concerning the on-going task of compiling material in a useful format.

Even though the information may be pertinent, it should be noted that the latest citations end in the 1970s. Additional current programs are in operation, for example, programs based on the National Gardening Association's GrowLab Program.

Anderson, D. E. (1988). Rural youth employment: A selected bibliography (Series No. 9). Beltsville, MD 20705: Rural Information Center, National Agriculture.

Eberbach, C. (1988). The garden design for children bibliography. University of Delaware.

Citations pertain to children and their interaction with plants and their environment, children's gardens and activities, and landscape design for children.

Frederick, M. & Long, C. A. 1989, April). Entrepreneurship theories and their use in rural development. USDA Economic Research Service Bibliographies and Literature of Agriculture (No. 74, BLA-74). Rockville, MD 20850: ERS-NASS, P.O. Box 1608, (\$8.00), (800/999- 6779).

This annotated bibliography does not directly relate to youth, five to eleven years old; nevertheless, this is an excellent resource for comprehensive program initiatives.

Hayes, K. C. & Facinoli, S. K. (1989). 4HPRK Communication: A professional research and knowledge taxonomy for youth program management. Beltsville, MD: National Agriculture Library, US Dept. of Agriculture (ERIC Document Reproduction Service No. Su Doc No A 17.18/2:P94/manag./989).

The result of a project funded by the Extension Service of the Department of Agriculture called **Professional Knowledge and Research Base of Extension 4-H Youth Development (4HPRK)**; this is a 26-item revised annotated bibliography. It is a compilation of resources (on the topic of communication) most frequently identified by Extension 4-H Youth Development professionals as cornerstones for their educational programs. Topics include interpersonal, group, verbal, presentation, written nonverbal, and listening skills as well as information technology. Publications listed in the bibliography are accessible electronically through AGRICOLA, the National Agricultural Library's electronic database and in hard copy.

Descriptors

Annotated Bibliographies; Group Dynamics; Information Technology; Interpersonal Communication; Listening Skills; Nonverbal Communication; Rural Youth; Speech Communication; Verbal Communication; Youth Programs.

Identifiers

4-H Clubs; 4-H Programs; Department of Agriculture; Extension Service.

McGinley, K., Smith, S. W., & Thompson, G. (no date). Rural education/rural special education literature review (Bibliography and Abstracts). Lawrence, KS 66045: University of Kansas, Dept. of Special Education, (913/864-4954). Disseminated by American Council on Rural Special Education (ACRES), (206/676-3576).

The availability of rural-specific information is imperative for rural and urban special educators, administrators, parents, and others who come into daily educational contact with children and youth who have disabilities.

Knowledge about rural education is consequential when considering that 67% of all schools in the United States are in rural areas and they serve 33% of all school children.

This collection of rural-related literature represents an effort by the Rural Special Education Preservice Project (RSEPP) at the University of Kansas to provide insight into the concept of "ruralness." This compendium of abstracts is to provide practitioners with a resource to better understand, define, and describe rural special education. It includes position papers, statistical studies, descriptions of successful model programs, and case studies. Specifically, special

PUBLICATIONS: BIBLIOGRAPHY ABSTRACTS

education practitioners can find articles dealing with teacher salaries, parent and paraprofessional relationships, special education technologies, and other issues relevant to rural education.

This 149 page publication is broken up into several sections, "Rural Bibliography" (Journal, Magazine Articles, Manuscripts), "Rural Newspaper Articles," and "Rural Abstracts." The bibliography section is fairly current with citations up to 1987. It is an excellent resource for individuals & organizations, from teachers to policymakers, from researchers to practitioners, and from schools to communities.

Pollak, S. D. & Bempechat, J. (1989). The home and school experience of at-risk youth: An annotated bibliography of research studies. New York, NY 10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

This ERIC Clearinghouse on Urban Education bibliography provides annotations of thirty-three research studies. The studies concentrate on social factors that impede disadvantaged children's ability to learn and succeed in school. Educational, familial, and social influences effect children's success or failure in the school environment. It should be noted that these are studies and, therefore, do not give comprehensive, definitive answers. However, these studies do provide important indicators and information.

Seminal and recent research studies are included within the three bibliography sections, relating to the school, home, and society experiences and interactions of at-risk youth.

Preventing dropouts: The best of ERIC on educational management (No. 83). (1986, May). Eugene, Oregon: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 268 666).

Preventing dropouts is the main topic of the 12 publications reviewed in this annotated bibliography. A statistical analysis of dropouts in Portland, Oregon, revealed that the correlation by school was far greater than correlation by residential area. In another study, approximately 155 dropouts were questioned and most believed that the school system had given up on them. Responses from 44 administrators of exemplary vocational education programs gave the highest rating for dropout prevention to students' self-concept development. Beck and Muia summarized the literature on dropouts and found the key factor to be the student's socioeconomic class.

Programs that work in preventing dropouts are described in three publications. O'Connor studied three effective dropout programs and highlights ten characteristics of effective programs, emphasizing such points as identifying potential dropouts earlier, and encouraging, rather than

coercing, students to participate in special programs. Wehlage presents a set of guidelines for the marginal student. Mahood summarizes the cost to society of dropouts and recommends inschool suspension for disruptive students. The Sarasons report on an experiment in social skills training. Finally, a report summarizing the findings of a conference of high school administrators suggests that high school students be allowed the option of spreading their education over a longer period.

Descriptors

Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; Elementary and Secondary Education; Interpersonal Competence; Literature Reviews; Nontraditional Education; School Effectiveness; Socioeconomic Status.

Reetz, L., & Cerny, M. (1988, February). ACRES cross-cultural bibliography for rural special educators. Bellingham, WA 98225: Western Washington University, American Council on Rural Special Education (ACRES), 359 Miller Hall (206/676-3576).

This publication includes citations pertaining to bilingual exceptional children, black Americans, court cases, culturally diverse exceptional children, Hawaiian, Hispanic, migrant exceptional children, native American, and nondiscriminatory evaluation.

Exceptional children include gifted, learning disabled, minorities, special education, handicapped, and other populations (labels).

CONFERENCE ABSTRACTS

Conference Proceedings. (1990, March). National Conference on Preventing Rural Dropouts. Tuscon, AZ.

Creative collaboration: Setting the pace in rural and small school education. (1987, October). Proceedings of the Annual National Rural and Small Schools Conference (Arlington, VA). Bellingham, WA 98225: National Rural and Small Schools Consortium. (ERIC Document Reproduction Service No. ED 305 212)

This proceedings record contains 87 presentations, including 65 complete or edited transcripts and 22 abstracts. Eighteen papers address creative collaboration, describing cooperative agreements between universities and school districts to provide enhanced high school curricula, college preparation courses, and opportunities for teacher education. Sharing resources among several rural school districts, such as support personnel and educational specialists, is delineated.

Fifteen papers consider problems and challenges of, and solutions to, serving disabled students in rural settings. Twelve papers are concerned with rural teachers, their importance to rural education, inservice training and professional development, and recruitment and morale. Six papers describe the latest applications of distance learning to rural education.

Other topics include funding of rural education, present and future Congressional support for rural and small schools, innovative rural special education projects, student motivation, small school effectiveness, school decentralization in Norway, oral history in the curriculum of a remote Alaska school, Indian vocational education in a remote area, dropout prevention, gifted programs in rural schools, science and technology programs for rural and small schools, student peer groups in small schools, critical thinking training for K-12, and GED (General Educational Development) and adult literacy programs. The proceedings contain the conference schedule, a list of 1987 national awards for exemplary rural and small school programs, and a list of presenters.

Descriptors

Disabilities; Distance Education; Educational Cooperation; Elementary & Secondary Education; Institutional Cooperation; Rural Education; Rural Schools; Small Schools; Special Education; Teacher Education; Teacher Morale; Teacher Recruitment; Teacher.

Innovative programs, research and technologies in rural education. Exposition 1986. (1986, October). Proceedings of the Annual Conference of the National Rural and Small Schools Consortium. Bellingham, WA 98225: Western Washington University, National Rural Development Institute. (ERIC Document Reproduction Service No. ED 284 692)

Texts of speeches delivered before general sessions and abstracts of papers presented in concurrent sessions are collected in this document. It also contains the conference program, a directory of presenters, and the 13 conference cosponsors recommendations for enhancing the quality of rural and small school education. The six addresses to the general sessions are given by policy makers of the Mellon Foundation, the National Endowment for the Humanities, the US Department of Education, the National Council on Vocational Education, and the National Information Clearinghouse on Handicapped Children and Youth. Topics include innovative programs, school/college collaboration, educational politics, and serving rural handicapped students.

There are some 89 concurrent presentations represented by an abstract or summary or, in some cases, the complete paper with references, questionnaires, and other supporting documents. The program indicates which major conference topics apply to each presentation. The 33 conference topics include abuse/neglect/crisis intervention, administrative issues, adult learning, alternative education, creative arts, community involvement, cooperative extension programs, cross-cultural programs, curriculum and instruction, private school programs, inservice training, family programs, research in rural education, appropriate technology, new teacher needs, preservice programs, recruitment and retention practices, vocational planning, and program evaluation.

Descriptors

Curriculum Development; Delivery Systems; Educational Innovation; Educational Research; Educational Technology; Elementary & Secondary Education; Higher Education; Policy Formation; Politics of Education; Program Descriptions; Program Evaluation; Rural Education; Rural Environment; Rural Extension; Rural Family; School Administration; Small Schools; Special Education; Teacher Education.

National Rural Education Research Forum Collected Works. (1987, October). Conference Proceedings (Lake Placid, NY). Fort Collins, CO.: National Rural Education Association. (ERIC Document Reproduction Service No. ED 301 364)

The purpose of this forum was the assessment of how well current research is meeting the needs of rural educators. Individual papers presented at the forum are: "Learning to Find the 'Niches': Rural Education and Vitalizing Rural Communities" by Daryl Hobbs with commentary by Richard Tulikangas; "Effective Rural Schools: Where Are We? Where Are We Going? How Do We Get There?" by Weldon Beckner with commentaries by Robert V. Carlson and Paul M. Nachtigal; "School Effectiveness: The Teachers' Perspective" by William A. Matthes with

commentaries by Jack Sanders and James E. Akenson; "Research and Action Needs in Rural School Finance" by Robert E. Lamitie with commentaries by Austin D. Swanson, Stephen L. Jacobson, and David H. Monk; and "Staff Development Research and Rural Schools: A Critical Appraisal" by Fred Wood and Paul F. Kleine with commentaries by William A. Clauss and Kathleen R. Flanagan.

Synthesizers' reports, summarizing the reactions, comments, and suggestions put forth at group sessions, include: "A Synthesis of Comments and Recommendations on Rural Schools and Economic Development" by Kay Harned; "Directions and Possibilities for Rural Education Staff Development" by Edward Chance; "School Effectiveness from the Administration and Teacher Points of View" by Sterne Roufa, David Hagstrom, and Robert Warren; "Rural School's Finance Track" by Rose Ann Fogarty; and "Research: The Critical Audience Factor" by William LeTarte.

Descriptors

Change Strategies; Economic Development; Educational Finance; Educational Research; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Rural Development; Rural Education; Rural Schools; School Effectiveness; Teaching Conditions.

Parmely, F., (Ed.). (1987). **Rural education: A hope for the future.** Proceedings of the Annual Rural Small Schools Conference. Manhattan, KS: Kansas State University, Center for Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED 305 198)

This collection of conference papers covers various aspects of rural education in changing times. The conference focused on changes and innovations in rural education and on reasons why rural educators can be optimistic. The proceedings report includes brief papers and workshop summaries on topics ranging from rural public relations to telecommunications; most of the summaries include presenters' names and addresses. Topics of longer papers include favorable assessments of rural schools' performance, a Nebraska evaluation of school size and resource use, and a survey of administrators and home economics teachers about their perceptions of current home economics studies.

New high-technology programs are explained in presentations concerning robots, satellite courses, aerospace education as a motivational tool, and the implications of the information age on rural education. Topics relating specifically to teachers and administrators include: leadership team development; challenges and desired traits in rural school superintendents; teacher evaluations; parent involvement; interagency cooperation, curriculum innovation and expansion; an administrative approach to educating slow learners; and Kansas internship and inservice programs.

Several workshops dealt with improvements or innovations in curriculum and educational structure. There were also workshops on learning strategies, special education preservice, occupational education, androgyny, occupational education, early failure prevention programs, special education, and economic development. A report by the Kansas Commissioner of Education outlines plans for educational development in that state. Plans for educational reform in Arkansas are also detailed.

Descriptors

Administrator Education; Educational Assessment; Educational Innovation; Educational Strategies; Home Economics Education; Public Relations; Rural Development; Rural Economics; Rural Education; Rural Schools; Small Schools; Social Change; Teacher Education; Technological Advancement; Telecommunications.

Preventing rural school dropouts. (1990). Proceedings of the American council on Rural Special Education (ACRES) and National Rural and Small Schools Consortium (NRSSC) Annual Symposium. Bellingham, WA 98225: Western Washington University, (\$40.00/copy) 359 Miller Hall, (206/676- 3576).

These proceedings include abstracts and papers by presenters, edited special interest transcripts, and general sessions transcripts.

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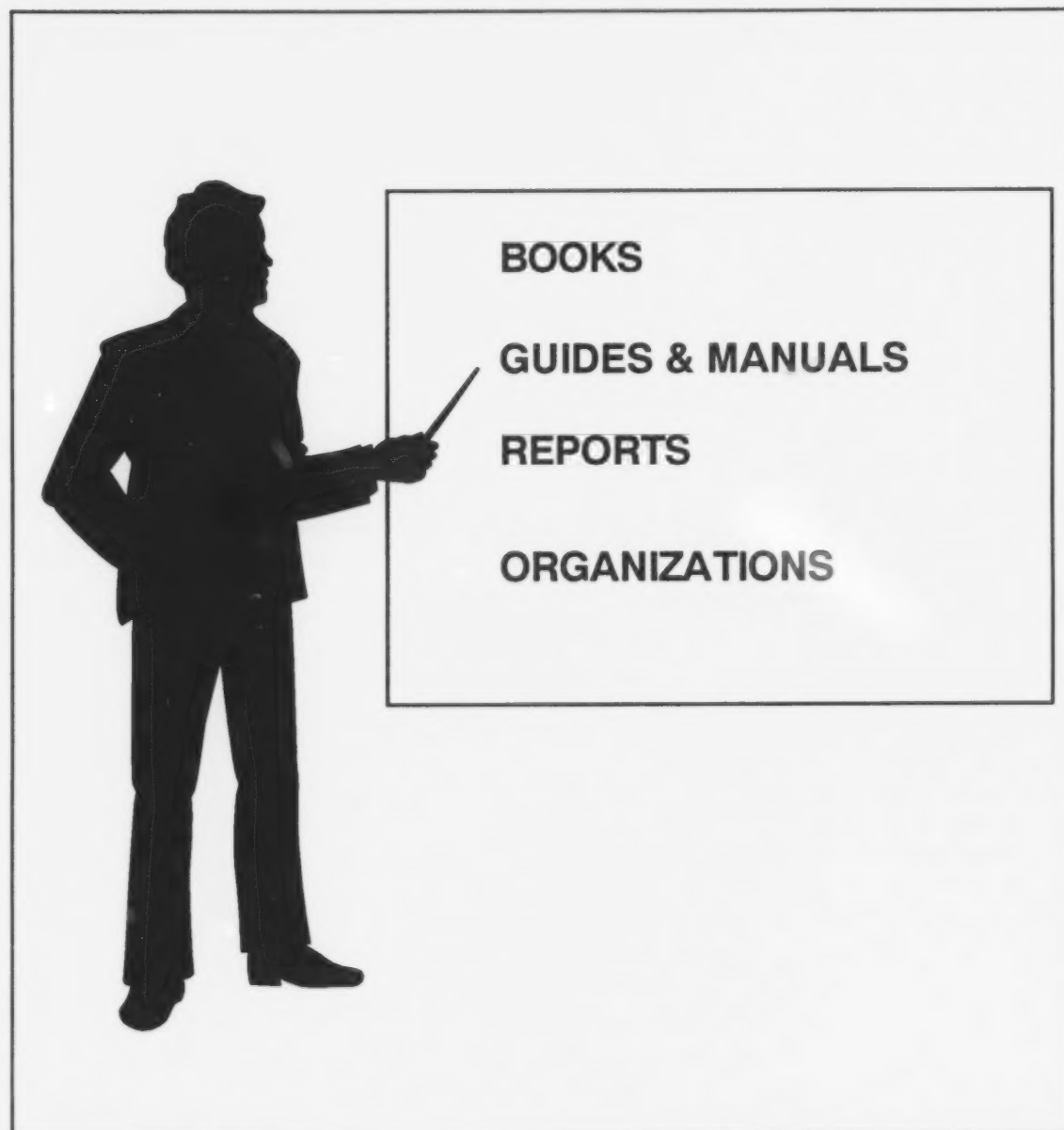
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MATERIALS AND RESOURCES



Aids prevention guide for parents and other adults concerned about youth. (1990). Dept. of Health Service, Centers for Disease Control. Distributed by the National Rural Development Institute (206/676-3576).

This information package concerning HIV infection and AIDS provides straight forward, easily understood, handouts for several age groups, from elementary youth to adults. Late elementary and middle school-aged children are definitely targeted. Sources of further information are provided.

Ascher, C. (1987). Improving the school home connection for poor and minority urban students (Trends and Issues Series No. 8). New York, NY 10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

This bibliography examines topics like parent involvement, socioeconomic factors, and school partnerships. Some section titles are Parents and Schools -- A Brief Introduction, Today's Inner-City Family, Convincing Parents to Become Involved, and Creating Other School Partnerships.

Ascher states, in the introduction, that "...parent involvement is a need that both concerned parents and educators have always sensed: for continuity between the home and the school." She explains how fragile the links "...between schools and poor and minority parents..." actually are.

Ascher gives good background/overview information and suggests that parents, especially of low-income and minority students, must be active participants in the home-school partnership. Also, the reference list is a multi-topic resource for those interested in poor and minority urban students.

Ascher, C. (1988). School-college collaborations: A strategy for helping low-income minorities (Urban Diversity Series No. 98). New York, NY 10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

As Paula Y. Bagasso states in the preface:

Several things can be said about the literature reviewed in this report. First, it covers many evaluations, written by a variety of experts; more collaborative projects are reported on; more studies analyze the process of collaboration (leadership, communication, governance, etc.); and there is a heightened focus on

collaboratives that can benefit disadvantaged and minority students.

Viewpoints from school superintendents, post-secondary institution leaders, and college teachers, for example, are given about how school-college collaboratives are helping at-risk youth. In regard to students, historical, types, and process information about collaborative efforts is given extensive treatment. Types of collaborative activities, for example, range from early intervention, tutoring, mentoring, and skills building to summer programs to parent involvement.

One might note that the student population addressed herein is, in general, older than preschoolers and elementary aged children. High schoolers are targeted. This is a worthy resource that has a reference list helpful to those individuals interested in helping low-income minorities, an accepted at-risk population.

Bempechat, J., & Wells, A. S. (1989). Promoting the achievement of at-risk students (Trends and Issues No. 13). New York, NY 10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

This Trends and Issues in Urban and Minority Education manuscript is presented in four major sections, with the appropriate references attached to that section. The sections include:

- Competitive, Cooperative, and Individualistic Structures of Classroom Learning;
- Determinants and Outcomes of Curriculum Tracking in Public and Private Schools;
- The Role of Child, Parent, and Teacher Beliefs in Motivational Factors in Children's Learning; and
- Middle School Education As The Critical Link In Dropout Prevention.

The treatment is academic in nature with fairly succinct, albeit somewhat theoretical, summaries of current information, with application for practitioners and decision makers. Thus, an overview of available research is adeptly encapsulated.

Again, this publication has information that will appeal to those interested in middle-school and older youth populations. Some programs are mentioned but not in detail. Even so, this is a worthwhile resource/reference for those interested in at-risk students.

Bempechat, J., & Ginsburg, H. P. (1989). Underachievement and educational disadvantage: The home school experience of at-risk youth (Urban Diversity Series No. 99). New York, NY 10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

MATERIALS AND RESOURCES

Four sections are included:

- Demographic Factors That Predict School Failure;
- Problem Behaviors of At-Risk Youth;
- Effective Instructional Strategies For At-Risk Youth; and
- Future Projections (Demographics, Conclusions, and Recommendations For Future Research)

Educational disadvantage for students encompasses alot of "territory", from demographic indicators/factors that predict school failure to the associated nature of problem behaviors, for example, truancy. This monograph explores both of these areas plus "... educational programs and practices that appear to be effective in increasing the cognitive development of at-risk students."

This is a worthy overview, especially of pertinent demographic variables and instructional strategies. However, the general orientation is towards middle school and high school age youth. Still, the strategies, programs, and instructional techniques, for instance, do have application for younger students since the information provides valuable insights and background information.

Berryman, S.E., Peetz, D., & Eubank, B. (1985). United States life skills guides. Washington, DC: National Commission for Employment Policy. (*ERIC Document Reproduction Service Su Doc No. Y3.Em 7/3:2Y8*)

The adjustments of youth and educational institutions to technologically-generated changes in skill requirements is addressed. A six page bibliography are included.

Building a community business/education partnership - A tool kit. (1986). Salem, Oregon: Oregon Student Retention Initiative.

Children's Gardens: A field guide for teachers, parents, and volunteers (#400). (no date). Los Angeles, CA 90007: Common Ground Garden Program, 2615 S. Grand Ave. (\$8.14).

Center for Research on Elementary and Middle Schools, The Johns Hopkins University,
3505 N. Charles Street, Baltimore, Maryland 21218, (301/338-8248).

Delinquency prevention: Do it. (no date). New York, NY 10017: Boys Club of America, 771
First Avenue.

This is a guide to improving delinquency prevention efforts through youth development. Thirty-six tested programs, that serve as alternatives to delinquency, is included.

Duckenfield, M., Hamby, J. V., & Smink, J. (1990). **Effective strategies for dropout prevention.** Clemson, SC 29634-5111: National Dropout Prevention Center, Martin Street, Clemson University (803/443-6392 outside SC & 803/868-3475 inside SC).

The intent of this publication as described in the introduction states that:

In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of twelve strategies that have had the most positive impact on the dropout rate in communities across the nation. The strategies identified are: Parental assistance and involvement, Quality early childhood education, Concentrated reading and writing programs, Individualized instructional technologies, Mentoring and tutoring, Workforce readiness and career counseling, Summer enhancement programs, Flexible schedules and alternative programs, School-based management, and Community and business collaboration.

Effective Strategies for Dropout Prevention provides only a small sample of the many programs and resources that incorporate these dozen strategies. Additional ones can be located in the National Dropout Prevention Center's FOCUS Database.

The sections contained under each strategy heading include a Summary, Expected Benefits, Program Ideas to Consider, Organizations and Agencies with Additional Resources, and Additional Readings and References. For example, described within the strategy Summer Enhancement Programs, subhead Program Ideas to Consider, the "Summer Step" program is described:

"Summer Step" is a residential summer school/camp experience for middle school boys and girls designed to give each camper needed basic mathematics and reading skills. These skills are then utilized to help them stay in school. Also, sports program, group living, art, and job-training experiences are provided.

Summer Step, Julie Campbell, Summer Step at Camp Baskerville, P.O. Box 990,

Pawleys Island, SC 29585 (803/237-3459).

ERIC/CRESS Bulletin. (October, 1990). Charleston, WV 25325: ERIC Clearinghouse on Rural Education and Small Schools, ERIC/CRESS Appalachia Education Laboratory, P. O. Box 1348 (800/625-9120).

This newsletter contains, for instance, articles, a free publications listing, a conference calendar, and an order form for ERIC/CRESS publications. One resource that is available from the publications order form is the **The Directory of Organizations and Programs in Rural Education, 1990** (\$6.50).

Get ready, get set, grow! [Videotape on how to start a garden]. (no date). Brooklyn NY 11225: Brooklyn Botanic Gardens Garden Shop, 1000 Washington Ave. (\$29.95 plus \$2.50 postage).

Helge, D. (no date). **Needs of rural schools regarding HIV education.** Bellingham, WA 98225: Western Washington University, National Rural Development Institute (NRSSC), 359 Miller Hall (206/676-3576).

A comprehensive literature search showed that rural schools, although tending to resist sex education, are experiencing increasing numbers of IV drug users, pregnant teenagers, and sexually transmitted diseases. Through sexual activity and IV drug use, rural teenagers are placing themselves at risk for HIV/AIDS.

This document outlines factors in effective sex education programs and explains that sex education, in isolation, is not a deterrent.

Problems specific to rural areas are emphasized in the article, as are rural-oriented approaches. Examples of viable methods for integrating HIV education into rural schools and community life are provided.

Helge, D. (1989). Rural "at-risk" students — Directions for policy and intervention. **Rural Special Education Quarterly**, 10 (1).

This article includes excerpts from case studies of at-risk students. It discusses the high prevalence of at-risk students in rural areas, the relationship of this phenomena to rural cultures, and basic conditions associated with being "at-risk." Necessary policy and social changes are described...School and community preventive and treatment services are [also] detailed. The article discusses the need to address the "secondary" disability (the emotional overlay) of an at-risk handicapped student to facilitate effective intervention with the "primary" disability.

The case study excerpts are oriented toward youth, 12-14 years old, and provide interesting insights to various youth problems that "put them at-risk." In addition, a table containing characteristics associated with at-risk students is given.

Although specific youth programs are not detailed, the information has application for those conducting youth programs or planning to develop a youth program for helping at-risk youth, a population that constitutes at least 30% of our nation's children.

Helge, D. (1989). Rural family-community partnerships — Resources, strategies, and models. Bellingham, WA 98225: American Council on Rural Special Education (ACRES), Western Washington University, 359 Miller Hall (206/676-3576).

According to Helge's abstract,

This report describes factors distinguishing rural families with special needs children and their communities from those in non-rural settings. Rural lifestyles, values, and other social and cultural factors are described, as are the unique needs of rural families with special needs children. Resources needed for appropriate services, considerations for service delivery, and model development strategies are discussed. Sample strategies are outlined for serving children, increasing public awareness, and formulating rural family-professional partnerships.

Some headings include The Uniqueness of the Rural Community Context, Importance of Family Involvement and Rural Family-Community Partnerships, Issues Differentiating Rural and Urban Communities as They Serve Children With Disabilities, Interagency Collaboration in Rural Areas, Problems Relating to Rural Family-Community Partnerships, Considerations for Service Delivery Planning, Model Development, Samples of Successful Service Delivery Models, and Family Involvement.

This report provides detailed information and is especially oriented towards handicapped children or children with disabilities but some more universally applicable aspects and applications are included.

As Helge states,

Because of the tremendous diversity in rural areas, there is no "one" rural service delivery model. There are, however, a number of community and agency characteristics that a model designer must consider. The planner may then appropriately control variables such as usage of personnel, transportation systems, and parent, extended family, and other community involvement to design an individualized model viable for the child, parents, community, and service agencies, including schools.

The "Samples of Successful Service Delivery Models" section Highlights programs and projects such as Project PPEP, Parent Pilot Program, Parent to Parent of Snohomish County, and Parents Lets Unite For Kids (PLUK).

Helping your pre-teen say "no": A parents aid. (1986). Rockville, MD 20852: From the National Clearinghouse for Alcohol Information, P.O. Box 2345 (301/468-2600). (ERIC Document Reproduction Service Su Doc No. HE 20.8302:P92/2)

Helping your pre-teen say "no" includes, for instance, ten steps for helping parents keep their child drug free. This brochure is a short summary of a booklet entitled **10 Steps to Help Your Pre-teen Say "No."** Both publications are designed to assist parents in guiding their pre-teens away from experimentation with alcohol, tobacco, and other drugs. Concurrently, enhancing the parent/child relationship is stressed.

This brochure is a broad overview of prevention, while the longer version is an ideal tool for parenting workshops and for parents who wish to explore the subject in more detail. Those who would like a copy of the longer version can write to the above address or search a public documents database like ERIC.

Wells, S., Bechard, S., & Hamby, J.V. (July, 1989). **How to identify at-risk students** (Solutions and Strategies Series No. 2). Clemson, SC 29634-5111: National Dropout Prevention Center, Martin Street, Clemson University (803/443-6392 outside SC & 803/868-3475 inside SC).

This newsletter-length pamphlet is part of a series dedicated to youth at-risk oriented articles. Also available from the National Dropout Prevention Center at Clemson University are the publication, **Evaluating Dropout Prevention Programs: A Handbook** and (a subscription to their) "National Dropout Prevention Newsletter."

Ingram, J. K. (1982, April). So you want to start an alternative school!: A how-to-do-it manual. (ERIC Document Reproduction Service No. ED 287 635)

The practical steps outlined in this manual are based on the experience of establishing the Marquette (Michigan) Alternative Senior High (MASH), organized in 1978 to serve rural youth who had dropped out or were not significantly benefiting from the regular high school programs.

Ocone, L., & Pranis, E. (1986). The youth gardening book: a complete guide for teachers, parents, and youth leaders (rev. ed.). Burlington, VT 05401: National Gardening Association, 180 Flynn Avenue (802/863-1308).

Seventy activities, projects, and lesson plans are explained, often in a step-by-step description. This manual helps teachers and others interested in helping students by utilizing gardening/horticulture projects, both indoors and outdoors, while integrating math, science, history, social science, and other subjects and their underlying principles.

Also included are a number of program vignettes which explain program types, goals, sponsors, and contact people. One section describes the people and organizations behind some youth garden projects. An extensive resource list, including written materials and audio visual items, is given.

Pranis, E. & Ocone, L. (1990). The National Gardening Association's Guide to Kids' Gardening. John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.

This softcover book is available from the publisher or the NGA, 180 Flynn Avenue, Burlington, VT 05401, for \$9.95.

"Parents, teachers, and youth leaders...will find this...a helpful tool for organizing indoor and outdoor garden activities with children. The guide offers advice on how to go about setting up a youth garden program and explains more than 70 projects, ranging from playing Garden Jeopardy to building bird feeders, appropriate for elementary school-age children.

Black and white line drawings and photos enhance the step-by-step text, and there are a full 10 pages of resources included for further information."

This is the updated version of NGA's The Youth Gardening Book and is a valuable resource for those involved in youth gardening projects.

Passow, H. A. (1989). Curriculum and instruction in Chapter 1 programs: A look back and a look ahead (Trends and Issues No. 11). New York, NY10027: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University (212/678-3433).

The overall success of Chapter 1 programs that target young disadvantaged students is controversial at best and their effectiveness is certainly debatable. Thus begins Passow's historical perspective in the introduction.

In this monograph Chapter 1 programs and services, history, instructional strategies, teachers, teaching and classroom environment, as well as a summary and references are provided. Chapter 1/Title 1 programs encompass preschool, elementary, and secondary school levels and Passow provides overview, insight, and detail information, concerning these programs and to curriculum and instruction, although not exclusively.

Pranis, E., & Ocone, L. (1990). Growlab: Activities for growing minds. Burlington, VT 05401: National Gardening Association, 180 Flynn Avenue (802/863-1308), \$17.95/\$19.95 + \$3.00 UPS.

This K-8 curriculum activity guide is an innovative resource for stimulating hands-on science learning in the classroom. Activities are designed to motivate students to explore the natural world. These activities, in fact, are the core of this 320-page classroom gardening guide.

The lessons draw on students' natural curiosity to explore science, and at the same time help teachers breathe life into other subjects. The book encourages teachers, whether new to gardening or confirmed "green thumbs," to be co-explorers with students. Some activities help students explore the amazing adaptations that enable plants to survive while others highlight the interdependence of plants and other living things.

Other GrowLab programs, materials, and information are also being assembled and developed.

This is an excellent resource and compliments science, math, social studies, and various other subjects. Kids love caring for their own plants, and by doing so they can be encouraged to learn other overlapping subjects if properly integrated.

The organic puppet theater: Health activities book. (no date). Santa Cruz, CA 95061-1830: ETR Associates/Network Publications (\$15.95), P.O. Box 1830 (800/321-4407).

This recently published, 91-page, hands-on activity book makes body organs "come alive"; learning about health becomes fun for young children, preschool to grade three. The purpose is to teach children about the importance of good eating habits and exercise, and the hazards of smoking and improper care of the body.

This resource can be utilized as a one-hour project, a full unit, or as part of an elementary school's existing health education program.

Parents as Teachers National Center, 8001 Natural Bridge, Marillac Hall, St. Louis, Missouri 63121-4499, (314/553-5738).

Pennsylvania youth in action: 4-H community development. (1980). This is an Adult Leader's Guide. (ERIC Document Reproduction Service No. ED 274 481)

This guide is designed to assist leaders in their roles as catalysts, advisors, and resource persons for the **PA Youth in Action 4-H Community Development Program**. As such, it provides complementary educational, craft, and recreation suggestions to enhance student work-book units. There is a "Getting to Know Your Community" project for eight-to-eleven-year olds. Activities include community walking tours, scavenger and treasure hunts, recycling drives, children's story hours, and puppet shows.

Pesch, B. B. (1984, Autumn). Gardening with children: A handbook (#105). Brooklyn Botanic Garden Record, Plants & Gardens: **40** (3).

Various gardening activities and programs for children are described along with what makes each program unique and how children benefit.

A listing of additional information, books, and resource materials is given at the end.

If innovative youth gardening projects are of interest, this booklet along with National Gardening Association's "Gardens For All Grow Lab" and "Grow For It" programs, and Robert Rodale's (Organic Gardening) youth gardening materials are definitely worthwhile.

Prevention plus. (1989). Rockville, MD: National Clearinghouse for Alcohol and Drug Information. (ERIC Document Reproduction Service No. HE 20.8002: P 92/3)

Techniques and "...tools for creating and sustaining drug-free communities..." are described.

Raftery, K., & Raftery, K. G. (1989). Kids gardening: A kids' guide to messing around in the dirt. CA: Klutz Press (\$12.95).

This is a 88 page, spiral bound, boardbook that uses an organic approach to teaching one how to grow a garden. This book is written in appropriately simple language "geared" for young readers. Packets of seed are included and there are a variety of gardening related activities, including collecting bugs, making a scarecrow, planting seeds, building a worm bed, arranging flowers, and cooking freshly harvested produce. This is an illustrated book that incorporates humor to convey the gardening message.

Rodale, R. (1985, August). The regeneration garden project: A manual for participants. Emmaus, PA 18049: Rodale Press, Inc.

This manual explains gardening in reference to, and in context with, the regeneration concept and practices. These practices help heal and regenerate our environment while obtaining and providing food and beauty from plants/vegetation. These efforts help deter and reverse various cultivation, and other, practices detrimental to our environment. In fact, regeneration practitioners strive to improve our soils and environment while encompassing practices like organic gardening. Even so, regeneration goes beyond immediate, obvious, practices to more inclusive, broader, goals and objectives; understanding our environmental inter-relatedness is important.

Garden participation development projects, similar to pilot projects, are encouraged.

Rural economic development of the 90's: A presidential initiative. (January, 1990). Washington, DC: Economic Policy Council Working Group on Rural Development.

This Economic Policy Council Working Group report explores five areas of rural development, Rural Education and Training, Rural Economic Development, Rural Infrastructure, Rural Housing, and Rural Health Care. The three sections include Perspectives, Objectives and

Strategies, and Action Plan.

General information, a few statistics, objectives, and key points are provided. Rural development is perceived herein as depending on the type and extent of economic activity based on sustainable employment and local generated income from the free enterprise system.

This report provides overview type information that rural development oriented policy-makers and writers will be interested in.

Schwartz, P. (1987). Rural transition strategies that work. Bellingham, WA 98225: American Council on Rural Special Education, 359 Miller Hall, Western Washington University.

According to Phebe Schwartz, in her introduction,

A need for successful rural transition strategies and exemplary rural transition programs has arisen as rural communities have begun to develop programs to assist rural students with disabilities in the transition from school to employment and community integration...Rural communities, however, do not have the wide spectrum of services that are present in urban communities...The strategies described herein capitalize on unique rural resources: the close relationship between rural citizens and employers; the sense of community found in small towns; and the urge to "help one's own."

In this publication both at-risk student population needs and strategies to meet these needs are presented. These strategies often highlight specific programs or projects as presented by someone associated with the program. Needs range from Family Involvement to Career Planning to prevocational and job training to Vocational Rehabilitation to school-business partnerships.

It should be noted that most of the programs are oriented towards youth populations older than 11 years old.

Sharp, P., & Crist-Whitzel, J. (1985, November). Computers for children: A handbook for program design. (ERIC Document Reproduction Service No. ED 301 157)

One of three publications of the **Research on Equitable Access to Technology (REAT)** project, this practitioner's handbook is designed to assist educators in the design and implementation of computer instruction programs for underserved groups of students, including low-income, minority, low-achieving, limited-English speaking, female, and rural students. After reviewing the findings of research on equal access to computers, six fictional programs, specifically

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designed to provide computer access to all children, are described; these programs are based on similar programs at REAL schools. Hardware and software issues, as they relate to the issue of equitable access, are then explored, and the benefits of equitable access are described.

Last, recommendations to communities and schools for bringing about equitable access are provided. A list of 37 references is provided as well as descriptions of the three REAT publications.

Successful programs involving community-based partnerships. (1990). Clemson, SC 29634-5111: National Dropout Prevention Center, Martin Street, Clemson University (803-656-2599).

This is a selected compilation of program profiles from the National Dropout Prevention Center's FOCUS Database. It is in hardcopy, 3-ring notebook, form.

STEP Program, Public/Private Ventures, 399 Market Street, Philadelphia, Pennsylvania 19106-2178, 215/592-9099.

Targeted outreach newsletter. (April, 1985). New York, NY 10017: Boys Clubs of America National Program Development Service, 771 First Avenue (212/557-7750 or 212/557-8591).

Yancey, E. (1983, April). Increasing participation of minority and culturally diverse students in gifted programs. Washington, DC: American University, Mid-Atlantic Center for Sex Equity. (ERIC Document Reproduction Service No. ED 244 010)

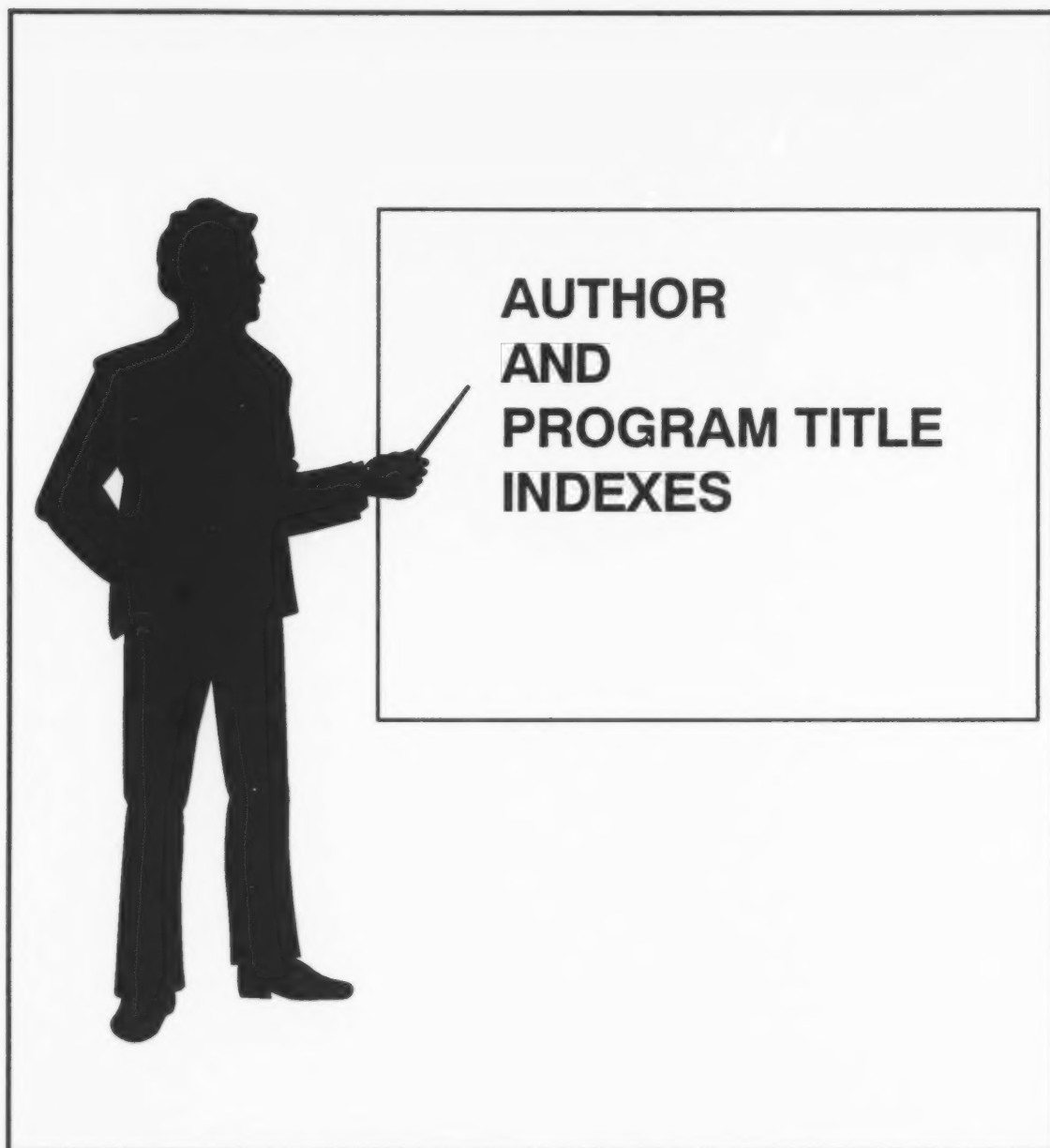
This pamphlet is designed as a resource for assisting gifted and talented program school administrators and directors in their efforts to increase participation of minority students. It explores: issues related to the current underrepresentation of minority students, including statistics reflecting this underrepresentation; definitions of giftedness; identification issues and

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recommendations for improving identification; descriptors of promising practices for identifying gifted minority students; and ways of increasing minority participation.

Appendices provide a bibliography for gifted, but disadvantaged, students, and includes sources of sample forms for aiding informal identification procedures. Also included is a listing of professional training programs in gifted education.

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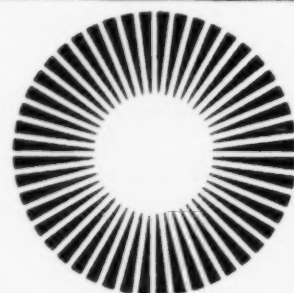
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